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AUTHOR Stanley, Bruce H.; And Others
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ABSTRACT

This descriptive and evaluative report focuses on the work of Reading Area Community College's (RACC's) Basic Skills Articulation Team in developing a Basic Skills Integration Plan (BSIP) for the systematic integration of basic skills instruction into the college curriculum. Section A provides an introduction to the creation and activities of the Articulation Team and reviews educational literature on basic skills programming. Section B focuses on the BSIP's first objective: conducting an internal needs assessment to obtain reliable information on basic skills assessment, placement, programming, evaluation, and course scope and sequence. Section C looks at the BSIP's second objective; i.e., determining current placement practices, assisting in the revision of tests and testing procedures, and identifying specific actions that could be taken to improve the function. Section D provides an analysis of the findings of a faculty survey conducted to determine teachers' perceptions of the basic skills needed for success in their courses and in college, and attitudes toward articulation issues. Section E presents an evaluation of a pilot plan for Basic Skills Integration in Writing, while section F offers a summary view of the Articulation Team's activities and achievements. The appendices include the BSIP, interview questions, and survey data and instruments. (EJV)

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TITLE III
CURRICULUM ENRICHMENT ACTIVITY

BASIC SKILLS INTEGRATION PLAN EVALUATION REPORT FOR 1984-1985

PROFESSIONAL SUPPORT PROGRAM

READING AREA COMMUNITY COLLEGE
SEPTEMBER 1985

READING AREA COMMUNITY COLLEGE
TITLE III CURRICULUM ENRICHMENT ACTIVITY
BASIC SKILLS INTEGRATION PLAN EVALUATION REPORT
FOR 1984-1985

By

Bruce H. Stanley, Professor, Division of Humanities

Neal A. Norris, Coordinator of Curriculum Development

Isabel B. Pollock, Director of Student Affairs

Ann L. Flamm, Associate Professor, Division of Science/Mathematics

September, 1985

Reading Area Community College
P. O. Box 1706
Reading, Pennsylvania 19603
(215) 372-4721, Extension 266

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TABLE OF CONTENTS

		Page
Section A:	Introduction	1
Section B:	Plan Objective One: Needs Assessment	8
	1. BSAT/Divisional Structured Interviews	9
	2. The Basic Skills Articulation Survey	18
	3. Related Faculty Development Projects	19
Section C:	Plan Objective Two: Placement Procedures	19
Section D:	Basic Skills Articulation Survey Analysis and Recommendations	28
	1. Section One Survey Data	28
	2. Section Two Survey Data	48
	3. Section Three Survey Data	49
Section E:	Evaluation of Pilot for Basic Skills Integration Plan in Writing	53
Section F:	A Summary View	65
Appendices		69
Appendix A:	The Basic Skills Integration Plan for 1984-1985	70
Appendix B:	Structured Interview Questions	76
Appendix C:	BSAT/Divisional Structured Interview Meeting Notes	78
Appendix D:	The Basic Skills Articulation Survey	93
Appendix E:	Section One Survey Data: Basic Skills Articulation	104
Appendix F:	Section Two Survey Data: Course Articulation	145
Appendix G:	Section Three Survey Data: Short Answer Articulation Questions	164

Section A: Introduction

Sixty million U. S. adults cannot read newspapers, understand the antidote instructions on a can of kitchen lye, or read the warnings of the sedative effects of nonprescription drugs. Millions of these people--young adults who are already parents--are denied all possibilities for reading to their children. They cannot supervise their work once they have entered the school system. They have no means by which to denounce the manifest deficiencies of the curriculum, administrator, or teaching staff to which their children are entrusted.

There is one thing, however, that most of these parents understand quite well. They see another generation of illiterate adults--this time their own children--ready for consignment to the same disabled lives that they themselves have led.

Jonathon Kozol, 1985

A growing number or scholors and educational practitioners have asserted in recent years that a primary educational battleground of the 1960s--equal educational opportunity--is being supplanted by a new struggle for equal educational access. Perceptive educators, from John Goodlad to Maxine Green and Jonathan Kozol, have drawn our attention to the existing, fundamental curricular inequities among our nation's primary, secondary, and higher educational institutions. If we are to actualize the promise of contemporary American education, we must insure democratic access to excellent places in which information, knowledge, wisdom, and insight are available to all.

The stark portrait Jonathon Kozol paints in Illiterate America is sobering, and becomes even more so when illiteracy is defined more broadly than the inability to read newspapers and warning labels and is further embedded with the larger multiplicity of interrelated problems plaguing our systems of education. It is difficult to teach those who attend sporadically, often with empty stomachs and weary bodies. And these efforts are exacerbated by inadequate funding, facilities, and materials;

excessive political demands; unhealthy living conditions; and competing socio-cultural beliefs.

Community, junior, and technical college educators, in particular, confront a student body whose ages, aptitudes, socio-cultural groundings, and life interests vary dramatically. Growing economic support for occupational and technical programs has been garnered by defining the national perception of complex global issues in narrow, usually competitive, economic and military terms, thereby placing the nation "at risk."

Other educational critics demand that increased attention and curricular space be given to general education for all, including, of course, fundamental competence in various basic skills areas. This, in turn, has combined with student demands for relevant courses and individual attention to transform the traditional notions and goals of the community college curriculum.

The efforts of many within our college, guided and sustained by the commitment of Basic Skills Articulation Team and the Professional Support Committee, are presented in this report. We have attempted, to the best of our collective abilities, to address the fundamental issue of articulating basic skills instruction with appropriate groups throughout the college, hoping to identify ways of constructing learning pathways for our students that provide the necessary assistance to proceed effectively.

The Basic Skills Articulation Team was created in the fall of 1983 to determine the current status of existing basic skills program and course efforts and to prepare a comprehensive Basic Skills Integration Plan for the college. In conducting our work, the Basic Skills Articulation Team recognized a fundamental need to move beyond conventional remedial and compensatory approaches in which education is viewed respectively as a

palliative which will fix the student by curing deficiencies (a medical model for the elite) or as compensation for cognitive deficits produced by environmental circumstances (an egalitarian, mental health model). Our intention, rather, was to view education as a growth process, as a means of developing the latent capacities residing in each of our students (a humanistic, decision-making model) and approach the articulation of basic skills in a comprehensive fashion by systematically integrating them into the overall college curriculum.

To accomplish this, Team members adopted a two-step approach that included (1) a review of existing basic skills programming and (2) the development of a plan for integrating basic skills instruction into the college curriculum. The Basic Skills Articulation Team conducted and reviewed current programming in early 1984 and summarized their findings in the Basic Skills Program Review in April. This Review examined pertinent basic skills research, student admission requirements, college assessment procedures, the Developmental Studies Program (DSP), the Adult Basic Education Program (ABE), and the General Educational Development Program (GED), in an effort "to discover new pathways along which those necessary skills can be articulated and enriched as part of our on-going process of curricular revision." (Basic Skills Program Review, p. 1.)

Educators researching the history, organization, and relationship of developmental programs to improved student learning and retention in the late 1970s identified several important aspects of successful developmental programs. Two national studies documenting the success of some developmental programs in addressing learner needs while improving retention were performed in 1977 and 1978. Roueche and Snow (1977) found five program characteristics which had a significant relationship to student program

completion. These include (1) written course objectives for students, (2) use of peer tutors, (3) peer counselors trained in techniques to enhance self-concept, (4) a developmental faculty displaying an attitude favorably comparing underprepared learners with other learners, and (5) strategies for self-concept development. Generalizing from this study, Roueche and Snow characterized successful programs as those making a specific effort to address content, instructional techniques, and teacher attitudes in a way which encourages improved self-concept and self-responsibility on the part of the learners.

A second national study was conducted by the American College Testing Program in 1978 to identify, compile, and analyze information about programs designed to improve retention. Finding that improved instructional services can enhance retention, the study indicated that the most frequently used programs were learning skills and learning centers, and components included advising, orientations, and early warning systems. The study ascribed a relationship between learning centers and retention;and the most common characteristics of such centers were individual tutoring, credit and non-credit courses, group learning sessions, learning contracts, and career-related learning services (Burnham, 1983).

Commenting on a report from the Fund for the Improvement of Post-Secondary Education concerning underprepared learners, Bernstein (1979) observed that the most useful efforts to assist underprepared students included an integration of cognitive and affective dimensions which approached students "in terms beyond success in college."

In reviewing the literature, Burnham (1983) asserted that successful efforts concentrate on teaching learning skills, enhancing self-concept, and combining self-paced instruction with group learning. Obler (1983)

revealed five major patterns in her survey of literature: thorough assessment; systematic instruction; staffing which included faculty, counselors, and peer tutors; consistent evaluation; and centralized program coordination.

A more recent national survey was conducted by the University of Texas (Roueche, 1982) to identify successful programs. Success was defined as 50 percent or better student retention in basic skills courses. On the basis of survey results and additional follow-up on highly-rated programs, twelve elements of success were inferred. These were defined as factors most predictive of success with low-achieving students and included:

1. Strong Administrative Support - evidenced by statements in the catalogue and in the Board policy supporting assessment and placement efforts with entering students.
2. Mandatory Assessment and Placement - institutional conditions for enrollment are set requiring some students to complete basic courses before moving on; some attempts at limiting courseload.
3. Structured Courses - semester-long segments housed in departments; specific meeting times; traditional or "progress grades" used.
4. Credit Awarded - institutional credit typically awarded.
5. Flexible Completion Strategies - students may re-enroll in courses and begin where they left off during the last time period; predetermined time limits are set; if students complete courses, they may exit prior to end of term.
6. Multiple Learning Systems - use of assessment and subsequent learning prescriptions; performance-based course objectives, self-paced modules plus group instruction; pre-testing and post-

testing used to proceed through planned sequences; variety of instructional tools; close monitoring; and individual tutoring and support.

7. Volunteer Instructors - decision made by instructor to teach the course.

8. Counseling - individual (not group) counseling recommended as part of the instructional effort.

9. Peer Tutoring - used extensively within class and as outside support; preservice training and evaluation necessary.

10. Monitoring Systems - attendance, assignments, and progress followed; absent students contacted to minimize interruption in learning.

11. Interfacing with Subsequent Courses - needs assessments performed; instruction toward general and specific expectations on next course; formal, written exit criteria.

12. Evaluation - measurement of success in subsequent courses.

Simply stated, existing research indicated that useful programs approach the student in an integrated, holistic manner. It is no longer adequate to provide a patchwork quilt of services with the hope that these will somehow provide "democratic access to excellent places."

The data, conclusions, recommendations, and proposed activities contained in the Program Review and Integration Plan documents have guided the planning and development of this evaluation report. The diligent efforts of Basic Skills Articulation Team members, coupled with the kind assistance of divisional faculty, developmental studies, Student Services, and Title III Curriculum Enrichment Activity staff members have made this

report possible. The survey data and subsequent analyses of basic skills and placement testing procedures contained in this report marks a significant milestone along the path toward articulating basic skills reinforcement throughout the college community. It represents a major thrust of Professional Support program activity this year, which in many ways might be called "The Year of Basic Skills Articulation at Reading Area Community College."

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Section B: Plan Objective One

Building on the foundation of our developmental view of education, pertinent national research findings, and the review of existing basic skills programming at Reading Area Community College, the Basic Skills Articulation Team constructed a Basic Skills Integration Plan as one means of systematically improving articulation efforts throughout the college community. This Plan, devised in September, 1984, was organized around two high priority process areas, which, if addressed properly, Team members felt would "lead to well-planned, incremental, and effective integration of basic skill instruction into academic courses." (Basic Skills Integration Plan, p. 1.; see Appendix A for the complete Plan text.) The two identified process areas were: (1) internal needs assessment and (2) placement testing procedures. The internal needs assessment forming the basis of Plan Objective One was conceptualized as a multi-faceted process of determining sources of relevant data, gathering various forms of information from these sources, analyzing the collected information, and codifying it in this summary evaluation document.

Team members devoted several meetings to the development of an initial list of questions which formed the basis of a Structured Interview Form. (See Appendix B for a list of structured interview questions.) Ideas were sought from faculty and professional staff throughout the college and ten questions were composed from those efforts. Next, the Basic Skills Articulation Team scheduled structured interview sessions with each of the five academic divisions and conducted these meetings in late 1984 and early 1985. The responses of the five academic divisions were then studied to determine underlying patterns and recurring themes that could provide guidance in constructing a comprehensive "Basic Skills Articulation Survey" which would

be administered to all full-time and part-time college faculty. (See Appendix C for copies of these structured interview meeting notes and Appendix D for a copy of the survey.)

1. BSAT/Divisional Structured Interviews

An analysis of the five divisional structured interview sessions yielded numerous issues, concerns, and ideas that proved useful in constructing both the form and content of the Basic Skills Articulation Survey. (Comparative response data gathered during these interviews is presented in the table below.) Certain conclusions may be drawn from these data, however. These are summarized briefly here and developed more fully in following sections of this evaluation report.

First, when division faculty were asked to identify skill areas they assumed students possessed when they arrived in their classes, faculty noted six skills much more frequently than others. These skills included note-taking, outlining, managing time effectively, library use, reading for content understanding, and following written and oral instructions accurately. Critical thinking was also mentioned, though less frequently. Many faculty were also aware of the existing gap between their expectations regarding prior student abilities and prevailing classroom realities. Several faculty indicated they now expect their students to be less well-prepared for college coursework and academic discourse. When asked if they assess basic skills areas on a pre- course and post-course basis, most responded that they did not. Indeed, in most cases, there appeared to be little or no systematic, division-wide basic skills assessment of students. Several reasons were given in partial explanation; these ranged from "I don't have time to administer, evaluate, and act on these basic skills assessments" to "That is the responsibility of the Counseling Office and

GENERALIZED BSAT/DIVISIONAL INTERVIEW RESPONSES, 1984-1985

Structured Interview Questions	Business Division	Behavioral Sciences/ Public Service Division	Health Services Division
1. What prior study skills do you assume students possess when they come to your class?	Effective note-taking, following and reading instructions, and reading for content understanding. Students often come ill-prepared to apply these skills.	Effective time-management skills, the ability to comprehend relationships and generalize from these, abstract writing, outlining skills. Faculty generally noted their scaled down expectations during the last several years.	Spelling, basic grammar, reading, basic mathematics, organizational skills, goal-setting skills, time management skills, dictionary and library use skills. Lowest required Reading Level was 13th Grade Level.
2. Do you assess these skills on a pre- and post-course basis?	No adequate, division-wide pre- and post-testing presently occurs.	Some pre- and post-testing is conducted, but not on a regular division-wide basis.	No systematic, division-wide pre- and post-course testing presently occurs. Some mathematics testing does occur.
3. What opportunities do students have to improve their basic skills while taking your courses?	Few formal opportunities currently exist. Some faculty expressed interest in working with Basic Skills instructors to help incorporate these skills into their courses.	Few formal opportunities are presently provided.	Few formal opportunities exist, as most courses are highly structured and cover a great deal of content.
4. RACC's present reading 5. requirement for students is that they be able to read at the 9.0 grade level before entering your course. Is this adequate for student success in your course? If not, what is?	The current 9.0 grade level is inadequate, as a 12.0 or 13.0 grade level seems the necessary minimum for student success.	The current 9.0 grade level requirement is inadequate, as a 12.0 grade level is necessary for student success.	The current 9.0 grade level is inadequate, as the 13.0 grade level is necessary.

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GENERALIZED BSAT/DIVISIONAL INTERVIEW QUESTIONS, 1984-1985 Continued

Structured Interview Questions	Business Division	Behavioral Sciences/ Public Service Division	Health Services Division
6. What role do you see the DSP Reading course playing in the articulation between your course and it?	Including specific business course ideas and readings in the DSP Reading course would prove useful.	No specific response was provided.	Using actual Health course textbook selections in the DSP would be helpful.
7. What are the essential components of a passing paper or writing assignment in your class?	No specific components were identified, but a general concern that students write clearly and concisely was expressed.	No specific response was provided.	Following directions, writing objectives, labeling, organizing papers in a logical fashion, identifying factual information, and correct spelling.
8. Must a student have good speaking ability to succeed in your course?	Faculty did not address this issue specifically.	No specific response was provided.	Good speaking ability was very important in Nursing courses, and and less so for Medical Lab courses, due to the isolated, individual nature of the laboratory situation.
9. What basic mathematics skills are necessary for success in your course?	No specific skills were identified but a strong mathematical foundation was required to succeed in certain advanced business courses.	No specific response was provided.	A solid understanding of Foundations of Mathematics and Elementary Algebra topics, especially decimals, equivalents, and metrics. Concern regarding increased calculator dependency was also expressed.
10. If you feel a responsibility to strengthen your students' basic skills, what skills do you work on most frequently? Why?	No specific answer was provided.	No specific response was provided.	Faculty often used test reviews and encouraged active listening skills.

GENERALIZED BSAT/DIVISIONAL INTERVIEW RESPONSES, 1984-1985 Continued

Structured Interview Questions	Humanities Division	Science/Mathematics Division
1. What prior study skills do you assume students possess when they come to your class?	Ability to read textbook for understanding, effective time management, note-taking, and critical thinking skills (especially synthesis and evaluation), use of Thesaurus.	Ability to organize materials in outline form, ability to differentiate between important and unimportant information, follow directions correctly, understand complex questions, analyze and evaluate various kinds and forms of data, apply known facts and and principles to new situations, and use textbook effectively.
2. Do you assess these skills on a pre- and post-course basis?	No adequate, division-wide pre- and post-testing presently occurs.	Sporadic pre- and post-testing occurs. This is neither systematic nor division-wide.
3. What opportunities do students have to improve their basic skills while taking your course?	Many formal opportunities to improve reading and writing skills; no opportunities to improve basic mathematical skills.	Some opportunities to improve study skills and provided in some courses.
4. RACC's present reading requirement for students is that they be able to read at the 9.0 grade level before entering your course. Is this adequate for student success in your course? If not, what is?	The current 9.0 grade level is inadequate for all course work but DSP Writing, which requires a 7.0 grade level. A 12.0 grade level is needed and those students at 11.0 or lower are at great risk. A closer look at percentiles rather than grade level scores is necessary.	The current 9.0 grade level is inadequate, and a 12.0 reading grade level is necessary for success.

GENERALIZED BSAT/DIVISIONAL INTERVIEW RESPONSES, 1984-1985 Continued

Structured Interview Questions	Humanities Division	Science/Mathematics Division
6. What role do you see the DSP Reading course playing in the articulation between your course and it?	A general supportive role was suggested.	Use of content area readings, knowledge of Latin and Greek word roots, and selected scientific terminology.
7. What are the essential components of a passing paper or writing assignment in your class?	Effective organization, strong content, appropriate coherence, awareness of audience, maturity and consistency of style, and semantic and syntactic correctness.	Use of complete, coherent sentences.
8. Must a student have good speaking ability to succeed in your course?	Yes. Oral reporting of ideas and concepts is often a required classroom activity. Also, an important relationship between speaking and writing exists.	Differentiated speaking abilities were required based on context of specific job production environments.
9. What basic mathematics skills are necessary for success in your course?	None	Strong mathematical abilities, especially decimals, percentages, exponents, set theory, and graphing.
10. If you feel a responsibility to strengthen your students' basic skills, what skills do you work on most frequently? Why?	Writing, reading, and speaking skills; grammar, and syntax.	Test-taking, logic, note-taking, and study skills.

DSP Program." Nonetheless, a basic question concerning the appropriate role all faculty may play in basic skills assessment and improvement remains, perhaps to be answered using the findings of this report.

The third question followed up on the second, that is, what opportunities are students given to improve their basic skills while taking your course? Once again, with the exceptions of the Humanities and Science/Mathematics Divisions, (the two divisions most likely to be involved in basic skills areas) few formal opportunities for students to reinforce or improve their basic skills are provided. The reason stated most often was that many courses were highly structured, content-laden, and compressed into a ten-week term, the implication being that a fifteen-week semester would alleviate the time crunch and perhaps permit faculty members to include basic skills work in their courses. If that is the real reason, however, it begs the basic question above, for as any time management specialist will highlight, we all have all the time there is and that managing time, in this case instructional time, is a matter of allocating time according to the value-laden priorities of the primary decision-maker, the instructor. This analysis suggests that actual reasons may be more deeply embedded in the implicit value structures of some faculty and perhaps the institution, as well. Whatever these ultimate reasons, the results remain as before--little systematic basic skills assessment and improvement activity is occurring in many of the credit courses offered by the five academic divisions of the college.

Questions four and five attempted to assess faculty concern regarding the adequacy of the current reading level requirements and determine whether a consensus existed concerning necessary reading abilities to succeed in college-level course work. A surprising consensus emerged on

this issue, as faculty indicated the current 9.0 reading grade level requirement was too low and that a 12.0 to 13.0 reading grade level was essential to successful academic accomplishment. This conclusion was also implicit in several conclusions stated in the Basic Skills Program Review pages (40-42). The Office of Academic Affairs attempted to address this concern in a memorandum issued on February 27, 1985, which stated, in part:

1. Students having a total reading score between 7.0 and 10.0 should be advised into DSP Reading.

2. Students having a total reading score between 10.1 and 12.0 should be advised into Advanced Reading.

Though this memorandum seemed to raise the recommended reading level from 9.0 to 12.0, it did not require this reading level as an entrance prerequisite to academic college study, nor did it require placement in appropriate developmental reading courses. This memorandum also failed to: (1) consider the Program Review recommendation that percentiles rather than grade levels should be used for placement and diagnostic purposes (See Program Review, page 41.) and (2) address the credit versus non-credit reading course and course-load issues. As such this memorandum must be accepted as a tentative, though much-needed, first-step along the road toward improving basic skills articulation throughout the college.)

The sixth question sought to clarify the role of the Developmental Studies Reading course as it relates the other credit courses within the five academic divisions of the college. Most faculty assigned Developmental Studies Reading an important supportive role and encouraged DSP Reading course instructors to incorporate actual content area reading selections into class work. (It was noted by the BSAT that this was already occurring and that more active consideration would be given to this suggestion.)

The next question, question seven, asked faculty what they believed were essential components of a passing paper or writing assignment in their classes. Division response to this question varied--from no specific suggestions by the Business and Behavioral Science/Public Services Divisions to precise listings by Humanities, Health Services, and Science/Mathematics faculty. The most precise list was provided by the Division of Humanities and included the following essential components of a passing paper:

1. Organization (including an appropriate sequence of information to support an implied or stated main idea)
2. Content (including development of significant ideas and the use of information directly to support the main idea)
3. Coherence (including a logical progression of ideas from one sentence to another and from one paragraph to another)
4. Awareness of Audience (including appeals, language, information and writing level appropriate for the identified audience)
5. Maturity and Consistency of Style
6. Correctness (including mechanics, spelling, usage, etc.)

Question eight asked faculty whether students needed good speaking abilities to succeed in their courses. Again, response varied from division to division. The Business and Behavioral Science/Public Services Divisions provided no specific answers, while the Health Services, Humanities, and Science/Mathematics Divisions assigned greater importance to good speaking abilities. Some faculty felt required abilities depended on actual job settings with students working in medical and industrial laboratories requiring lesser abilities due to the individual, isolated nature of the working environment.

Question nine inquired into the mathematical abilities necessary to complete various courses successfully. No specific skills were provided by

the Humanities, Behavioral Science/Public Services, and Business Divisions, the latter noting the need for a solid mathematical foundation in certain advanced courses. As expected the Science/Mathematics and Health Services Divisions required the strongest mathematical abilities from students. They provided lists which included decimals, equivalents, metrics, percentages, exponents, set theory, and graphing.

Finally, Question ten asked faculty what basic skills they worked on most frequently with their students if they felt a responsibility to do so. Active listening, writing, speaking, and study skills were cited most often, as were others noted previously in response to Question one.

These answers provided guidance in the development of the Basic Skills Articulation Survey discussed in other sections of this report. Moreover, responses indicated that many faculty were concerned about the low basic skill levels with which many students entered the college. Some faculty grappled with ways to assist students in their courses; others simply lowered their expectations of students by reducing research paper assignments, as well as lengthy oral and reading assignments. For them, in-class notes, textbook chapter outlines, and test reviews were most often cited as ways of assisting students in coming to grips with course content. Adopting these strategies, however, may also narrow instructional options, encourage passive assimilation of class material, and promote excessive reliance on textbook note-taking and memorization--in essence foreclosing the possibility of active learning in the process of compensating for a perceived lack of certain student abilities. Clearly, this issue requires further examination if the college hopes to provide quality learning for every student.

2. The Basic Skills Articulation Survey

The Basic Skills Articulation Survey was constructed by members of the Basic Skills Articulation Team in the early months of 1985. Data obtained from the BSAT/Divisional Structured Interview meetings was used to assist in formulating the structure and content of the survey. The survey evolved through several draft versions and was distributed in final form to all full-time and part-time faculty members on April 1, 1985. The "Articulation Survey" was administered vicariously--that is, copies were placed in faculty member mailboxes and the surveys were completed individually and in isolation--rather than being administered formally in a group setting. A total of 53 faculty returned completed surveys to the Office of Curriculum Enrichment.

These data were transferred to optical scanning cards and were processed using the Chatsworth Optical Scanning Machine interfaced with Quick-Score software on an Apple IIe microcomputer. Team members quickly discovered that the software did not permit adequate data cell storage to analyze all the data adequately. Time, energy, and money constraints forced team members to score some data by hand and to eliminate questions 40 through 50 (Personal Development) in Section One from further consideration for this report.

A comprehensive analysis of survey data is presented in Section D below and much data has been summarized in Appendices E-G. The survey itself was organized in three sections: section one gathered specific data regarding the relative importance of fifty basic skills, ten each in Reading, Writing, Mathematics, Study Skills, and Personal Development; section two collected data concerning the relative need of basic skills in every credit course currently offered by the five academic divisions of the

college; and section three asked faculty to respond to four open-minded questions concerning placement procedures, academic advisement, counseling, student retention, and normative student attitudes toward college study. Five parallel forms of section two were devised to account for specific divisional course offerings.

3. Related Faculty Development Projects

The strong basic skills articulation thrust at the college this year, though initiated by the Basic Skills Articulation Team, has been actively supported by Professional Support Committee members. Four full-time and part-time Humanities faculty are conducting several Faculty Development Projects focusing on basic skills articulation and writing assessment; and these were funded by the committee. Final reports on each of these projects are being completed, and project findings should establish a firm basis on which to construct additional applied institutional research studies, appropriate Faculty Training Seminars, and effective follow-through articulation initiatives. Data from these projects should also assist decision-making efforts regarding the relative importance and future directions of basic skills programming and placement procedures at the college.

Section C: Plan Objective Two: Placement Procedures

The second objective of the Basic Skills Integration Plan required the Basic Skills Articulation Team to serve as "an information gathering, liaison, and advisory body to appropriate groups within the college." The BSAT would meet with these groups to "determine current placement practices, assist in the review of tests and testing procedures, and identify specific actions that should be taken to improve this critical

phase of articulation. The Basic Skills Articulation Team met with the college student services and developmental program staff members on February 4, 1985, to address these issues. The remainder of this section is devoted to providing a description of existing placement procedures, identifying problem areas, and recommending improvements. This evaluative information was obtained through informal and formal meetings with developmental and student services staff, the two groups who are most involved in placement processes at the college.

The Student Development Center at Reading Area Community College is responsible for providing pre-registration placement testing and course recommendations regarding basic skills for new students. All decisions regarding test choices, scoring, and course recommendations are determined by the Humanities and Science/Mathematics Division faculty. On the basis of these placement tests, students are advised to enroll in appropriate freshman courses, pursue basic skills coursework preparatory to taking other credit courses, or consider non-credit academic preparation prior to enrolling in credit course offerings at the college. All students who intend to enroll in a mathematics or English course are required to take the placement tests.

Students are tested in the areas of reading, writing, and mathematics. The following college placement tests are used: (1) the Nelson-Denny Reading Test, Form E, (2) an Institutional Writing Sample, (3) an Institutional Mathematics Test, (4) a Student Needs Inventory, and (5) a College Activities Interest Checklist.

As noted elsewhere in this report, placement testing is not mandatory at the present time; however, all students are encouraged to take placement tests prior to registering for any courses. Placement tests are required only for those students who intend to take English and/or mathematics

courses. Students must also be retested if they wish to take English and/or mathematics courses and their placement test scores are more than two years old. Finally, students who do not have a G.E.D. are required to take placement tests prior to admission.

Placement tests are scheduled by the Director of Student Affairs and are published in the college catalog; the following procedures are employed:

1. Placement tests are scheduled to coincide with the pre-registration, registration, and open registration schedules.
2. All scheduled placement tests are administered by a professional counselor from the Student Development Center at all times except during Open Registration when they are administered by the Developmental Studies Program staff on a walk-in basis.
3. Students are informed about testing in their admissions letters and through the college catalog.
4. During the summer, new and readmitted students are directed to call for appointments for placement tests and subsequent appointments are made with a counselor for registration for Fall Term. Registration occurs no sooner than two weeks after testing. During the regular academic year, students call for test registration only.

Testing takes about two hours, and in addition to actual test administration, counselors explain the purpose of the testing, procedures for registration, and follow-up counseling sessions. After the appropriate tests are administered, they are returned to the Student Development Center secretary and scored as follows:

1. The Nelson-Denny Reading Test is machine scored. The raw score is then converted into a grade level and is recorded on the answer

sheet as vocabulary grade level, comprehension grade level, and total grade level.

2. The Mathematics Test is machine scored. The raw score for each of the three levels is recorded on the answer sheet and the scores are then converted into recommendations on the answer sheet by the DSP Mathematics instructor.
3. The Student Development Center secretary gives all writing samples to members of the Humanities Division. Each writing sample is scored holistically by at least two faculty members. In the event these two recommendations do not agree, a third faculty member is asked to evaluate the sample. The scores are recorded directly on the writing sample and returned to the secretary.

A screen on the college computer has been developed for placement test results and recommendations for each student. The screen is part of the Student Development Center menu and is accessed by using a password. The Student Development Center secretary places test scores and recommendations on the screen. Scores can be inputted only for students who have been admitted. Scores for students who have not been admitted and who do not have a master file are recorded on cards and filed in the Student Development Center until they can be put on the computer. An additional screen has been developed for the input of the results of the Student Needs Assessment.

Scores are used during advising and registration by counselors and faculty. To ensure proper placement, placement test scores are used when a student is registering for classes. During pre-registration faculty may use terminals to access test scores or may request a print-out of scores. During Open Registration scores may be accessed through the terminals.

New student scores are available on cards from the Student Development Center. During early registration for new students during the summer, however, counselors access placement test scores on the computer.

A print-out of the results of the Student Needs Assessment, in terms of five developmental averages (1-5), is available to faculty in the Student Development Center. These are used as the basis for the student mentoring transcript used by the Student Development Center staff and the Developmental Studies Program. Based on the results of the placement tests, advisors and counselors make recommendations to students about their academic schedules and make referrals to other college resources.

Scores which are on the college computer are available to advisors on the Advisor Menu, under the title "Placement Test Scores." They are read directly from the terminal and a print-out of scores, accessed by date, can be requested by any advisor or staff member. Scores for students who are not on the terminal can be obtained from the Student Development Center secretary. Student Needs data is also available in the Student Development Center on a print-out (accessible by academic year only).

Faculty and staff have expressed several concerns regarding current placement procedures; these are presented here and should provide a basis for improving placement practices at the college.

At the current time, scoring of the mathematics test and writing test is entirely dependent upon individual faculty members. In the case of mathematics, scoring and recommendation depends upon one person--the DSP Mathematics instructor; in the case writing, two readers are needed, and sometimes a third reader is consulted. Frequently, the tests are not returned in time to be used effectively during the advising process. This is particularly serious during the summer when students are scheduled for

advising two weeks after testing. To alleviate the problem, the following actions might be explored:

1. Training of additional staff to read and score the tests.
2. Exploring machine scoring or use of a standardized test for mathematics.
3. Using additional, paid staff (English faculty) or adjuncts to read writing samples.

An additional concern about testing relates to the mathematics test currently being used. Revised about a year ago, the new test provides information about students' mathematical aptitude from a very basic level through calculus. Many students feel quite intimidated by the test format. Although the test administrator attempts to alleviate students' fears prior to the mathematics test, many students are upset and subsequently feel like "failures" or become "turned off." Exploration of alternative test formats is needed to address this problem.

Critical concern has also been expressed regarding current retesting and test security procedures. Some students are dissatisfied with their scores and request to take the test over. Neither the mathematics test or the reading test has an alternate form in use. However, an alternative for the Nelson Denny Reading Test is available and can be easily purchased. No alternate form exists, however, for the mathematics test. The question of test security is also involved here. It is recommended that at least one alternate form be used regularly for all placement testing.

Finally, a number of faculty are concerned about accessing the test scores. Currently, they are directed to reading the scores from the computer. In many cases, faculty have no access to the computer on a timely basis, especially if a student is sitting in his or her office. It

is recommended that faculty receive hard copy print-outs of placement test scores. These are much easier to read and access would cease to be a problem. using such printouts, however, raises and issue of confidentiality.

Additional material related to a proposed developmental advising model system incorporating placement test data may be found in the Report on the Developmental Advising System at RACC, written by Isabel Pollock, and published in June, 1985. Specific information regarding current placement testing procedures is included in the Report on the Analysis of Placement Testing Procedures and Cut-Off Levels at RACC, written by Raymond Matzelle, and published in March, 1985. The latter report analyzed the validity of current placement testing procedures and enumerated several recommendations pertinent to this report. These are summarized below.

1. Many students continue entering the general college population at a disadvantage because the majority of the textbooks used in the required General Education Core Courses are written at a 12.0 plus readability level.
2. Despite the February 27, 1985, memorandum, no mandatory reading prerequisites have been established for general college courses.
3. The comparative readability study of the twelve sample textbooks used in representative courses from each of five categories of the general education core for the Associate in Arts Degree showed that the disparity between a student's reading level and the readability level of the textbooks may be as great as seven reading levels, taking the Dale - Chall/Fry differential into consideration.

4. Textbooks may be even more difficult than suggested by most readability formulae, as these consider syllable number and sentence length but neglect grammatical complexity, concept density, degree of abstraction, and the multiplicity of word meanings.
5. Additional research aimed at improving the theoretical grounding and procedural guidelines related to the holistic evaluation of student writing samples is needed.
6. The absence of locally normative data with which to evaluate mathematics placement test results and recommend appropriate mathematics course placement to students is significant and should be researched fully.

Developmental and Student Services staff members also raised several critical issues regarding current placement procedures. Briefly stated, these include: (1) the allowable grade level range on the Reading Placement Test, (2) misguided interpretations of the overall Reading Test score, especially if one section score is low and the other section score is high, (3) probable breaches in test security, (4) inconsistent test administration, (5) the crucial importance of the timing of placement test-taking activities, (6) the lack of specific discrimination at lower levers and the consequent articulation with ABE, GED, etc., (7) the confusion among students concerning the purpose of placement testing, as these test results do determine their academic placement, (8) the need for a mandatory system of college entrance assessment, and (9) the confusion among faculty and staff advisors concerning the actual meaning of test scores and procedural guidelines.

Staff members recommended the following ten actions as ways of improving current placement and testing practices at the college:

1. Articulate the timing of course offerings, DSP Reading, DSP Writing, etc.
2. Eliminate problems at open registration, particularly when students score low on the Reading Placement Test (7.0 to 9.0 grade levels) but are not advised to take DSP Reading.
3. Recommend establishment of prerequisites for DSP Reading to strengthen articulation and provide a learning safety net for those students requiring reading instruction.
4. Place the student transcript and placement scores on the same computer screen to enhance registration and academic advisement.
5. Stress the critical inter-relationship among placement, advisement, and retention processes at the College.
6. Provide computer access after 10:00 p.m. so faculty can advise evening division students more effectively.
7. Add the degree audit function to our computer system (modeled after the approach used at Delaware County Community College).
8. Organize a college entrance assessment program which includes mandating placement testing.
9. Examine the relationship between students on probation and those needing but not having taken DSP coursework.
10. Determine the current status of the Advisement Model developed last year and subsequently recommended for initiation.

Other recommendations concerning placement testing and procedural guidelines are included in Section D of this report.

Section D: Basic Skills Articulation Survey Analysis and Recommendations

1. Section One Survey Data

The following discussion analyzes and interprets data gathered on the first 40 basic skills: Reading Skills (#1-10), Writing Skills (#11-20), Mathematics Skills (#21-30), and Study Skills (#31-40). Due to time and software restrictions, we were unable to include data gathered on the "Personal Development Skills" (#41-50).

The plan of this discussion does not follow the 1-to-40 order of the skills nor the A-to-E order of the five prompts. Instead, each section is headed by a question and these questions, as well as what is within their sections, are arranged for most part in a descending order of statistical importance and interest.

a. "HOW RELIABLE WERE THE SURVEY RESULTS?"

Despite complexity of the survey's design, most respondents provided demonstrably reliable data. Their answers were internally consistent and discriminating; leaving a line entirely blank was also an answer, and it appears infrequently enough to indicate good understanding of the 50 basic skills. (Data left out unintentionally, however, is another problem and will be dealt with under the next question.)

Regarding consistency, for example, one validity check was to seek out self-contradictory responses: both A and E circled for any single skill, making that skill somehow "irrelevant" yet "necessary." Only two response cards evidenced this contradiction, one consistently and one only in the last eight Study Skills.

Another validity check was for non-discriminatory responses: B through E circled for all skills. Only one card (one of those above)

evidenced this by consistently circling B through E (and A, too!) for all 39 skills it addressed; but even this card discriminated by leaving certain lines blank.

Respondents were also asked to leave the line blank wherever they did not understand a skill. Evidently, some respondents found new skills they could not understand: 16 response cards left blank a total of only 54 (out of 2650) lines, and 2 respondents' cards account for 22 (40%) of the blank lines. (Full-timers and part-timers, by the way, showed fairly equal representation in these figures.) Left blank most often were Mathematics Skills, 22 blank lines in all. The bulk came from five Mathematics Skills (#23, 25, 26, 27, 28) which had 3 to 5 blanks each).

Reading and Mathematics Skills each had 7 blank lines and Study Skills 5 in all--small enough figures to assert that most skills listed were generally understood by the respondents. But the 5 blanks at Skill #27 may indicate a significant enough problem of understanding to account in part for the 'bad' scores this skill got. (Look for where #27 comes up in the discussion following.)

D-question wording made its data ambiguous. From the D and E questions (concerning skills "in most courses you teach"), the survey designers hoped to find four combinations but found only three being freely exercised by all respondents:

1. Neither D-nor-E, indicating a skill not considered basic at all (neither "desirable for doing well" nor "necessary for survival");
2. D-but-not-E, indicating a skill that is more an advantage than a basic ("desirable" but not "necessary");
3. E-but-not-D, indicating a skill basic to passing courses (a "necessary" condition for "survival") but of little relevance to getting good grades (of "doing well").

The fourth combination was to have allowed for skills that might fall into both the advantage category and the necessary condition category: both-D-and E, skills basic to survival and relevant to doing well in the respondent's courses.

But 11 respondents regularly marked skills as either E ("necessary for survival in most courses you teach") or D ("desirable for doing well in most courses you teach") or neither. They never marked both D and E on one line, which suggests they thought they could not do so. The rest allowed both-D-and-E to be marked on the same line (as well as just D or just E). Thus, a just D line could indicate the skill was considered "desirable but not necessary" or "desirable, maybe necessary, too, but closer to the desirable end of the spectrum."

Though the D-column data's problem cannot be rectified, the worst this ambiguity could do is to polarize answers to either the D or E end of the spectrum by disallowing the "gray" overlap area between.

b. "HOW REPRESENTATIVE OF THE FACULTY ARE THE SURVEY RESULTS?"

The most disturbing phenomenon to effect the interpretation was the high percentage of respondents (38%) who felt they could circle only one letter in each line. To do so was to answer only one of five questions asked about each skill and thereby significantly to reduce totals for each cell of information. This must be taken into consideration in any attempt to generalize from data tallies, since these tallies are undoubtedly deflated. Of the 20 cards so marked, 13 are part-timers (representing 52% of that group) and 10 are from the Health Services Division (representing all but one of that group). These facts must be taken into consideration in any attempt to characterize either the Health Services Division or part-timers from their sub-totals.

This phenomenon creates a considerable problem. Had there been fewer such cards divided more equally among the five divisions and between full-timers and part-timers, they could have been excluded with little damage to the sample's representativeness. But this "HS/part-timers phenomenon" puts survey interpretation between the proverbial rock and hard place. To pull these cards would make the resulting data of questionable representativeness. To leave them in seriously deflates the tallies.

"Original Sample" versus "Reduced Sample"

The "solution" has been to run the data both ways to see if and where these cards by their presence or absence significantly change the statistical results. With the 20 one-circle-per-line cards were included the 2 that evidenced self-contradiction in marking As and Es. When these 22 are subtracted, 31 cards remain. These 31 are hereafter called the "reduced sample." (The whole set of 53 cards will be referred to as the "original sample," and references to it will appear in parentheses as does this sentence.)

Consensus Standards

One standard of consensus is majority. Simple majority would mean at least 27 out of the 53 original respondents, or 16 out of the 31 in the reduced sample. A heftier 2/3 majority would require at least 35 out of the original, or 21 out of the reduced sample.

c. "WHAT KIND OF FACULTY CONSENSUS IS THERE REGARDING THESE BASIC SKILLS?"

A-Question Consensus

The A-question asked respondents to "Indicate those skills which are irrelevant or inapplicable in most courses you teach." Predictably, the more course-specific Mathematics Skills scored highest here, hence fared worst:

Mathematics Skills (27: programming) ----------71%
(23: geometry) ----------58%*
(28: averages & SDJ) ----------48%

* This means 48 percent of the 31 in the reduced sample but --- 50 percent of the 30 who attempted it, hence its inclusion here.

But overlook figures from the 10 Mathematics Skills and the remaining 30 skills averaged 17 percent, with no individual skill exceeding 29 percent. Here are the averages for each skill group:

Reading Skills ----------14%

Writing Skills ----------18%

Study Skills ----------20%

The A-question was the only negatively phrased option. So, if we invert the above average of 17 percent and read positively, we may infer a high consensus of 83 percent (84 percent in original sample) as to the relevance and applicability of the Study, Writing, and Reading Skills. (Admittedly we cannot infer from A responses what the respondents felt these 30 were relevant and applicable to, but that is what the B through E responses tell us: to the work world, to the college world generally, or to the particular courses taught by the respondent).

d. "DO THE SURVEY RESULTS RAISE ANY QUESTIONS AS TO WHETHER THE DESIGNATED SKILLS ARE INDEED BASIC?"

The higher a skill score under A, the less relevant or useful it is in most respondents' courses and the more the question is raised of whether it is indeed a "basic" skill for RACC students generally or a specialized skill needed only in certain classes and hence to be taught by those classes' instructors.

As to being considered basic, then, Mathematics Skills fared worst with line-totals under A averaging about 13, or upwards of 42 percent of

the reduced sample's respondents. The worst and indeed the only 2/3 majority-level consensus to be found anywhere under response A was at

Mathematics Skill #27 ----------71% (22 out of 31).

(Original sample had 68% (36 out of 53) --otherwise, line totals were low under A, never exceeding 13 (25% of respondents) and, overall, averaging around 8 (15%.)

But beyond Mathematics Skills 27, 23, and 28, there were no other skills considered "irrelevant or inapplicable" by the majority of the respondents. And even the other 7 Mathematics Skills will, if we invert their percentages, show at least applicability:

		(inverse)
Mathematics Skills	22, 25, 30 ----------	42% (58%)
	26----------	39% (61%)
and 3 show above	2/3 majority:	
	24 ----------	32% (68%)
	31, 30----------	29% (71%)

The survey, therefore, indicates good faculty consensus as to the relevance and applicability of 37 out of the 40 skills: 86-80% (about 5/6 of the RACC instructors) for the Reading, Writing, and Study Skills and 57% for the Mathematics Skills.

B-Question Consensus:

The B-question identified skills "desirable for doing well in those work worlds with which" the respondent was "most familiar." In the reduced sample, B-outcomes for the four skill groups show Writing Skills at 60%, significantly above the other three, which cluster just below the simple-majority level of consensus:

Reading Skills----------46%

Mathematics and Study Skills----------both 45%

Regarding individual skills, only four made it to the 2/3 majority level:

1 Study Skill (31: using spelling rules)----------71%

2 Writing Skills (12: composing paragraphs)--------68%

(20: proofreading)----------68%

1 Mathematics Skill (21: basic arithmetic)---------68%

At the simple majority level, half of the 40 skills make a showing:

5 more Writing Skills (11, 13, 14, 15, 19)

4 more Study Skills (36, 37, 38 40)

4 Reading Skills (3, 6, 7, 8)

3 more Mathematics Skills (24, 26, 30)

Consensus was low in the original sample with simple-majority level approval being given to only 1 Writing Skill (14: the ability to interpret or judge facts or ideas). Lowering the cut-off to 1/3 lets the following skills make a showing:

8 Writing Skills (11, 12, 13, 14, 15, 18, 19, 20)

5 Study Skills (31, 36, 37, 38, 40)

5 Reading Skills (1, 3, 6, 7, 8) and

4 Mathematics Skills (21, 24, 26, 30)

Looking at the skills individually, then, Writing Skills are again on top. And two of the Study Skills (31 and 38) and four of the Reading Skills (1, 3, 5, 6) could just as well be considered writing skills.

Writing Skills stand out as the only ten-skill group that a majority of respondents found desirable for doing well in those various work worlds they were most familiar with. A majority agreed, too, on nearly half the Study, Reading, and Mathematics Skills.

C-Question Consensus

The C-question asked respondents to indicate those skills they believed were "desirable for doing well in college generally." The strongest consensus discovered by the survey was under the C-question. In the reduced sample a 2/3 majority or better circled all Reading Skills (1-10), all Writing Skills (11-20), all Study Skills (31-41), and 5 Mathematics Skills (21, 24, 26, 29, 30).

The original sample showed a similar but reduced pattern of consensus with a simple majority or better circling all 10 Reading, all 10 Study, and 9 out of 10 Writing Skills; and even Skill 13 on non-interpretive facts-only writing drew close to a simple majority with 25 out of 53. A 2/3 majority of the original sample further singled out Study Skills 33, 34, 38, and 39; Writing Skills 16, 17, 18, and 20; and Reading Skills 1, 4, and 7.)

Highest Consensus

The very highest consensus to be found in the Section One tallies went to a Study Skill (34: library basics----------97% (30 out of 31). The next four highest consensus figures went to

Writing Skills (19: editing for grammar and for word-choice)------94%
(17: research paper) ----------90%
(18: making major revisions) ----------90%
(20: proofreading) ----------90%

In all, 15 skills achieved or surpassed this high 5/6 (84%) level of consensus: 5 more Writing Skills (11, 12, 14, 15, 16), 7 Reading Skills (6, 7, 8, 9, 10), and 4 more Study Skills (31, 33, 38, 40).

In the reduced sample, the average C-column consensus was 77% (954 circled out of a possible 1240). (In the original sample, the highest consensus to be found was only 77%, probably lower due to the Health

Services part-timer phenomenon discussed earlier. Study Skill #34 on library basics shared this tip position with #33 on essay-test-taking skills.) The C-cumes were mostly high: Writing Skills at 84% and Reading and Study Skills both at 81%. (In the original sample they ranged from 64% to 62%, all close to the 2/3 majority level.)

Perhaps predictably, a much lower 61% consensus was evoked by the more course-specific Mathematics Skills (in the original sample 48% or just below simple majority). Nevertheless, at least a 2/3 majority in the reduced sample (simple majority in the original sample) circled 5 Mathematics Skills (21, 24, 26, 29, 30) as "desirable for doing well in college generally." The skill least circled under C was Mathematics Skill 27: ability to use a computer language to write programs applicable to course content, which was chosen by 25% of the respondents. Of the 8 respondents who circled C here (in the original sample, just 11 or 21%), 5 were from Science/Mathematics, 2 were from Humanities, and 1 was from Business.

RACC faculty are in very high agreement that all the Writing, Study, and Reading Skills and about one-half the Mathematics Skills in the survey are desirable for doing well in college generally. The only skill severely questioned was the ability to write computer programs.

D-Question Consensus

The D question asked respondents to "Indicate those skills you believe are desirable for doing well in most courses you teach." The D-column provides us with the next best consensus figures (after C). Above the 2/3 consensus level are:

3 Reading Skills 6: identifying main idea --------77%

3: developing vocabulary through use in context ----------68%

8: drawing conclusions ----------68%

3 Study Skills 40: main-point summarizing -------71%

34: library skills ----------68%

39: understanding chapter heading-subheading relationship ------68%

and 1 Writing Skill 11: producing sentences with variety in length ----------68%

(Original sample under D only produced majority agreement on one Reading Skill, 2; taking notes from textbooks.)

Above the simple majority level of consensus are: 9 Writing Skills (all but 13), 9 Study Skills (all but 32), and 7 Reading Skills (2, 3, 6-10). (In the original sample, a majority agreed on 3 Reading Skills (2, 6, 7) and 2 Writing Skills (11, 20).

D-cumes were not as high as those at C but were spread similarly:

Study Skills ----------59%

Writing Skills ----------58%

Reading Skills ----------57%

Mathematics Skills ----------28%

In D some new skills appear among the "top scorers" and the hierarchy changes somewhat from what we saw under A, B, and C. (We find Study Skills in the ascendency.) These suggest that, when respondents judged what skills were desirable in their classes, their criteria were slightly different from those used to judge what was desirable "out there" in the college generally and in the work world. The drop overall from C ("in college generally") to D ("in most courses you teach") is predictable. However, Mathematics Skills drop to the point where inversely we may see over a 2/3 majority of the respondents saying these skills make little difference in how "well" a student does in their classes.

E-Question Consensus

The E question asked respondents to "Indicate those skills necessary for survival in most courses you teach." The only ones to pick up a strong 2/3 majority under E were:

3 Study Skills 35: taking classroom notes ----------77%

36: priorities and time management ----------68%

40: main-point summarizing ----------68%

1 Reading Skill 6: identifying main idea ----------68%

Lowering the consensus level to simple majority picks up 1 more Study Skill (37), 4 more Reading Skills (3, 5, 7, 8), and 2 Writing Skills (12, 14). In the original sample, the Writing and Mathematics skill-sets make a showing only if the cut-off is lowered to 1/3 (at least 18 of the 53 respondents). Then the list shows 7 Study Skills, 7 Reading Skills, 3 Writing Skills, and 1 Mathematics Skill.

The only skill-group to accumulate a simple majority was Study Skills at 175 (56% of 310 possible). The rest of the E-cumes ranged from just under a simple majority to a scant 1/5. These include:

Reading Skills ----------141 (45%)

Writing Skills ----------109 (35%)

Mathematics Skills ----------61 (20%)

In the original sample, the E-question cumes for Study Skills and Reading Skills are more comparable: 255 and 212 respectively (48% and 40% out of 530 possible "votes"). But for Writing Skills the cume is a low 154 (29%) and for Mathematics Skills it is a still lower 100 (19%). The Science/Mathematics faculty of course circled Mathematics Skills as "necessary for survival" in their courses more often than did other divisions--but not as much as one might expect. Skill-by-skill figures

show where though not why. Four Mathematics Skills (21, 22, 24, 30) were deemed "necessary for survival" in courses by a majority of the Science/Mathematics respondents. But the remaining 6 Mathematics Skills (23, 25, 26, 27, 28, 29) were circled by few (3) to no Science/Mathematics respondents.

As we move to E, certainly all tallies decline again, suggesting that few of these 40 skills are truly "survival basics"; but Writing Skills clearly decline to third place below Reading Skills (second) and Study Skills (the commanding first), while all Mathematics Skills but basic arithmetic (2) are below 30 percent (that is, more than 70 percent did not consider them necessary for survival in their courses).

A through E Compared

The following table shows compactly how the 31 respondents in the reduced sample "voted" for the four 10-skill groups. (Percents represent the number of circlings out of 310.)

Skill Group	Response					Sum of B thru E
	A	B	C	D	E	
Reading Skills	44 (14%)	143 (46%)	252 (81%)	178 (57%)	141 (45%)	714
Writing Skills	55 (18%)	186 (60)	261 (84%)	181 (58%)	109 (35%)	737
Mathematics Skills	134 (44%)	140 (45%)	190 (61%)	87 (28%)	61 (20%)	478
Study Skills	62 (20%)	139 (45%)	254 (82%)	182 (59%)	175 (56%)	750

From B (work world) to C (college) all four skill-groups rise, Study and Reading Skills most dramatically. From C to D (that is, from "courses generally" to "mine particularly") the drop is pronounced for all four skill groups, particularly for Mathematic Skills (33% drop). These are all predictable changes.

Writing scored about 15 percent above the other skill groups under B: "desirable for doing well in the work world." It received the highest of all skill-group scores, though by a narrower 7 percent margin, under question C: "desirable for doing well in college generally." It was second (just 1 percent behind Study Skills) under D: "desirable for doing well in most courses you teach." (And second lowest under the negatively phrased A: "irrelevant or inapplicable in most courses you teach.") But it drops surprisingly to a far trailing third under E: "necessary for survival in most courses you teach."

Study Skills scored highest under D and E, the two "in most courses you teach" questions, and not too surprisingly slips to last under B, the "work worlds" question. But these scores are consistent enough to give it the highest cummulative score (B+C+D+E).

Reading Skills elicited the lowest score, hence took "first," under the negatively phrased A but managed no firsts in B through E.

Mathematics Skills received the highest consensus under A and the lowest under C through E, moving up out of last place only under B and there only by a single "vote." But in fairness to Mathematics Skills, it must be noted that its top six skills accumulate much more competitive percentages, as indicated below:

Top 6 Mathematics Skills	A	B	C	D	E
(21, 22, 24, 26, 29, 30)	35%	59%	73%	34%	25%

(Now, for instance, under B it is a close second with Writing Skills.)

Nevertheless, its last place status under A, C, and D does not change even if we consider just its highest scorer:

Mathematics Skill #21	29%	68%	74%	42%	39%

Work-World/College-World Differences Indicated by B and C Responses

The "work world" scores (B) were much lower than the "college generally" scores (C). In the parentheses below the difference is a percentage showing how much the score drops moving from college to work-world. (% = (B-C)/C)

Skill Groups	Responses			
	B	B-C	C	B+C
Reading Skills	143	109 (43%)	252	395
Writing Skills	186	75 (29%)	161	447
Mathematics Skills	140	50 (26%)	190	330
Study Skills	139	115 (45%)	254	393

Since study is not the prime activity in the work world as it is in college, Study Skills naturally dropped the most. Reading Skills, many of which are closely related to Study Skills, dropped nearly as much. This is probably why Reading and Study Skills drop so much more dramatically (43% and 45%) than do Mathematics and Writing Skills (26% and 29%).

Writing Skills stayed first in both columns and clearly has the highest B+C cume. So writing would appear to be prized most in both the college and work-worlds--in theory at least, for D and E are the better measures of what skills are valued in actual practice.

Levels of "Basicness" Indicated by D and E Responses

Where a respondent circles D and/or E, four levels of "basicness" are described, arranged here in a descending scale of valuation:

Both-D-and-E: NECESSARY AND DESIRABLE SKILL	valuable both as a survival skill and as an advantage; "necessary for survival" and "desirable for doing well" in most courses the respondent teaches
E-but-not-D: NECESSARY SKILL	valuable (more) strictly as a survival skill; "necessary" but not relevant to "doing well" (or--see Note 1--more a matter of "survival" than of "doing well" in respondent's courses)
D-but-not-E: DESIRABLE SKILL	valuable (more) strictly as an advantage; "desirable" but not "necessary" at all (or more "desirable" than "necessary"--again, refer to Note 1)
Neither-D-nor E NEITHER NECESSARY	apparently not a basic in either sense; neither "desirable for doing well" nor "necessary for survival" in most courses that the respondent teaches

The E-but-not-D NECESSARY circlings out-number the D-but-not-E DESIRABLE circlings for only a handful of skills:

Skill Areas	NECESSARY AND DESIRABLE	NECESSARY	DESIRABLE	NEITHER
Study Skill 35	13	11	5	2
Study Skill 36	11	10	6	4
Study Skill 40	15	8	7	1
Math Skill 22	4	5	4	8
Math Skill 27	0	1	0	30 (27)*

(Figures in parenthesis exclude the lines left entirely blank.) The figures for Study Skills 35 (classroom listening and note-taking) and 36 (priority setting and time managing) are the only significant ones. The table below shows how these marking patterns are distributed over the four skill groups.

Skill Area	NECESSARY AND DESIRABLE	NECESSARY	DESIRABLE	NEITHER
Study Skills	103	61	81	65 (63)
Reading Skills	95	45	84	86 (83)
Writing Skills	81	27	100	102 (101)
Math Skills	33	26	52	199 (192)

The highest figure is from the 199, or 192 to be fairer, who indicated Mathematics Skills as neither necessary nor as desirable. (Nearly 2/3 of the possible answer cells were left uncircled.)

Study Skills score highest in the first two columns, indicating that of the four skill groups Study Skills are valued most and ranked the most as truly basic skills.

Compared to Study Skills, Reading Skills are even more toward the desirable-advantage end of the spectrum than the survival-skill end. Reading Skills do run a close second in the NECESSARY-AND-DESIRABLE column, but one-third more than for Study Skills found Reading Skills NEITHER DESIRABLE NOR NECESSARY.

Writing Skills continue this movement away from necessity and toward advantage with the highest figure under DESIRABLE and a dramatic drop to within one point of Mathematics Skills under the NECESSARY column.

Respondents saw only two skills--classroom note-taking and time management--as more strictly necessary than merely desirable. (See Study

Skills 35 and 36.) Otherwise the respondents marked these skills more as desirable advantages than as matters of necessity for survival, increasingly more as one moves from Study to Reading to Writing to Mathematics Skills.

Part-Timers and Full-Timers Compared

The following table compares part-time (PT) to full-time (FT) respondents. The percents are of the total number of answer cells a respondent could circle within each 10-skill group under each lettered question, (In parenthesis is the difference between the percents, that is, PT minus FT.)

Skill Areas	Responses									
	A		B		C		D		E	
	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT
Reading	22%	9%	49%	43%	75%	83%	51%	56%	38%	47%
	(+13)		(+6)		(-8)		(-5)		(-9)	
Writing	24%	14%	58%	58%	78%	86%	43%	69%	30%	35%
	(+10)		(=)		(-8)		(-26)		(-5)	
Math	53%	36%	38%	45%	78%	60%	25%	29%	18%	21%
	(+17)		(-7)		(+18)		(-4)		(-3)	
Study	26%	16%	40%	45%	79%	84%	48%	64%	43%	57%
	(+10)		(-5)		(-5)		(-16)		(-14)	

Under A, where to circle was to mark a skill unnecessary or inapplicable, 10-17 percent more part-timers circled than did full-timers. Under the positively phrased B through E questions, it was fewer part-timers (5-26% fewer) in all but three instances (note the =, +6, and +18 above).

Under B (the "work worlds" question), the part-timers did place equal emphasis on Writing Skills and slightly greater emphasis on Reading Skills

and then under C, the "college generally" question, significantly greater emphasis on Mathematics Skills. But otherwise and overall, the part-timers percentages were lower than the full-timers, especially for Writing under D (also, though less dramatically, for Study Skills under E).

Part-timers pretty much agree with full-timers on work-world skills, and they evidently value Mathematics Skills even more as regards college generally. But overall the part-timers in the sample did not value these 40 skills as highly as did full-timers, especially when it came to the courses they actually teach (D and E questions). Notably fewer part-timers saw Writing Skills as desirable for doing well in courses they taught.

A Second Method of Comparing Part-Timers to Full-Timers

A more complicated and detailed but less accurate method produced much the same conclusions. The 40 skills and 5 prompts (A-E) create 200 answer cells. For each answer cell, the percentage of full-timers who circled the letter can be compared to the percentage of part-timers who did so.

In the reduced sample, part-timers as a group appear to value these 40 skills less than do full-time faculty; a greater percentage of part-timers marked the negatively phrased column A and a smaller percentage the positively phrased columns B through E in 71 percent (or 142) of the 200 possible answer cells.

(In the original sample, part-timers evidence lower evaluation in 80 percent, or 160 out of 200; but this greater discrepancy between part-timers and full-timers is surely due to over one-half the part-timers in the original sample feeling they could circle only one letter per line.)

Column-by-Column Analysis

In column B, there is little overall difference between part-timers' and full-timers' perceptions of what is desirable in the work world.

Part-timers ranked 20 skills higher (6 Reading, 6 Writing, 4 Mathematics, and 4 Study Skills), and 20 skills lower (4 Reading, 4 Writing, 6 Mathematics, and 6 Study Skills).

But through the remaining columns the part-timers' generally lower valuation of these skills appears and sharpens. Comparing part-timers to full-timers, we find part-timers' percentages lower under C for 26 (65%) out of the 40 skills, lower under D for 31 (78%), lower under E for 32 (80%), and higher (note: since this question is negatively phrased, the valuation is lower) under A for 32 (83%). (Exclude Mathematics Skills and the C column's 65 percent becomes 83 percent, closer to the D, E, and A figures.)

Skill-Group-by-Skill-Group-Analysis

Under the negatively phrased A column, part-timers show lower valuation in 80 percent of the Reading, Writing, and Mathematics Skills; and lower valuation in 90 percent of the Study Skills. If we combine the percentage comparisons for the positively phrased B-through-E columns, part-timers show lower valuation in 78 percent of the Reading Skills' answer cells, lower valuation in 75 percent of the Study Skills' answer cells, and lower valuation in 70 percent of the Writing Skills' answer cells.

In Mathematics Skills the differences are more evenly split, with lower valuation in 50 percent and higher valuation in 50 percent of the Mathematics Skills' answer cells. Mathematics provides the one noteworthy exception to the generally lower valuation part-timers put on the skills. This is most dramatic under C where part-timers' valuations were higher that full-timers for 9 out of 10 Mathematics Skills.

Practical Differences Between Part-Timers and Full-Timers

The most significant differences between part-timers and full-timers would be the practical ones rather than the theoretical ones. Where B and

C reveal a respondent's theories about what is needed in the work worlds and in college generally, D and E pinpoint skills the respondent wants students to have in the specific courses he or she actually teaches. It is interesting to note how the figures given immediately above increase and get much closer together if percentage comparisons for the D plus E columns only are combined: lower valuation in 85 percent of the Reading Skills' answer cells, lower valuation in 85 percent of the Writing Skills' answer cells, and lower valuation in 80 percent of the Study Skills' answer cells. Mathematics is still the exception, though not so dramatically, with part-timers showing lower valuation in 65 percent of the Mathematics Skills' answer cells.

Note 1: As was mentioned in the discussion of reliability, we have realized the data from the D-column is somewhat ambiguous. Some respondents (11 certainly and perhaps 3 more) evidenced that they felt they could circle either D or E but not both. Respondents with this exclusive-OR view of the two questions could have refrained from circling D, for instance, even if they did feel the skill was "desirable for doing well," simply because they thought it was also "necessary for survival" and more towards the "necessary" than the "desirable" end of the spectrum. We cannot be certain then, if the respondent considered it not desirable or just more necessary than desirable--hence the bracketed "more"s.

That exclusive-OR assumption could gave deflated the tallies for these columns by eliminating many potential D-AND-E answers and forcing the respondent to label the skill just "desirable" OR just "necessary" but never both. It could also have polarized the answers somewhat. But it would not have invalidated the answers. And deflated tallies or polarized answers would only tend to define the levels of "basicness" more sharply for 11 or so response cards.

Note 2: Neither were we insensitive to the possible importance of how responses correlated. Where A is marked along with D or E, the responses appear self-contradictory, one canceling out the other. Nevertheless, since negatively phrased questions like A notoriously confuse survey-takers and test-takers, we have trusted the responses to the positively phrased D and E. Also, after circling A, a respondent may have marked either D or E to clarify the sense in which the skill was "irrelevant or inapplicable." Where A and D-and-E are marked, the double emphasis on desirability and necessariness overrides the self-contradiction since it strongly indicates a misunderstanding of A.

2. Section Two Survey Data

Much valuable information related to course articulation was collected in Section Two of the "Basic Skills Articulation Survey." Unfortunately, time, energy, and software constraints prohibited tabulation of this data for the current report. The Basic Skills Articulation Team hopes to tabulate this data, as well as the Personal Development Skills (Skills 40-50) in Section One, in the coming months.

The intent of this section of the survey was to assist team members in identifying those basic skills that were viewed as necessary in specific courses offered at the college. Five parallel forms of this section were devised to address basic skill needs in every credit course currently offered.

Once this data is tabulated and correlated to Section One data, the Basic Skills Articulation Team should be able to meet with individual faculty members to: (a) devise a list of skills required for successful completion of the course (which could be distributed to students) and (b) develop ways of reinforcing these skills in selected course handouts

and assignments. Available statistical software simply was not designed to provide the nesessary correlations to tabulate these data efficiently.

3. Section Three Survey Data

The third section of the "Basic Skills Articulation Survey" was composed of four short answer articulation questions. These questions allowed the Basic Skills Articulation Team to obtain individual, direct faculty comment on larger issues related to placement, advisement, counseling, retention, and normative student attitudes. (Selected answers to these four questions are presented in Appendix G.) A portrait of faculty thought can be created from an analysis of the answers provided.

Question One asked "Do you believe current placement testing procedures effectively identify and screen from your classes those students who are deficient in basic skills? If yes, why? If no, why?" Overall response to this question was negative, though part-time faculty appeared somewhat more satisfied with the current placement procedures than full-time faculty. Several faculty felt placement testing should be mandatory for all students entering the college, not just those who intended to take an English or mathematics course. Faculty members felt that permitting students to enroll in courses for which they had not demonstrated entry level competence was little more than an invitation to failure in most cases that would lead ultimately to increased student frustration and attrition. Others believed that the Counseling Office sometimes misplaced students in course or curricular sequences rather than requiring that they wait until an appropriate level course is available. This problem is especially vexing when students are allowed to take DSP courses concurrently with (or still worse, after) advanced level academic work.

Improved placement test security, administration, and writing sample evaluation were also noted as important concerns by some faculty. Still others felt placement test scores should be used consistently during academic advising and that more advisement prior to placement testing is needed.

Several faculty expressed concern regarding the capability of current placement tests to discriminate clearly between serious and more moderate deficiencies and between a real lack of knowledge and useful recall. Some faculty who had examined course enrollment patterns asserted that excessively low enrollment in the DSP Reading and DSP Writing courses was indicative of a more fundamental failure to counsel, advise, place, and monitor students properly. On the other hand, several faculty believed that mathematics placement had improved since the new mathematics placement test had been introduced early in 1985.

Question Two asked "Do you believe the current advisement system uses placement testing data effectively? If yes, why? If no, why?" Most faculty indicated they were generally dissatisfied with the existing advisement system, while part-time faculty were once again less familiar and more satisfied with it. A variety of concerns were expressed, especially related to the perceived inadequacy of the term-by-term follow through with students. For example, some students, having failed DSP Mathematics, are allowed to take Elementary Algebra or are allowed to take courses out of sequence, such as taking College Algebra after DSP Mathematics rather than Elementary Algebra or Intermediate Algebra as should be the case. Several faculty also noted the inconsistent use of placement scores as advising data (perhaps due in part to faculty value orientations or lack of understanding) and insufficient access to placement

score data, particularly during Open Registration. One faculty member suggested that printing scores on class rosters would prove helpful. Others noted the need for a simple summary of the meaning of placement test scores to assist faculty and staff who must use them.

In some academic divisions excessive advising loads, sometimes numbering as many as 180 to 200 students, was also noted as a weakness in the current placement and advising system. And finally, several faculty felt students were being placed in those courses which qualified them for financial aid rather than being placed in courses that would provide appropriate educational support. Once again, full-time faculty who responded to this question were more critical of the present advisement system and its use of placement data than were part-time faculty respondents.

Question Three asked "In what ways do you believe current placement, advisement, and counseling procedures affect student retention?" Most faculty members thought there was a significant, positive interrelationship among placement, advisement, counseling, and student retention efforts. Several faculty simply stated their belief that poor placement coupled with ineffective advisement and inadequate counseling could only lead to poor retention, especially among those students who required special support to gain the skills, self-esteem, and confidence necessary to continue college study within the contexts of their specific life circumstances. To remedy this situation, several faculty called for additional and continuous personal contact with entering students, especially during the critical first three terms of study.

Some faculty members also noted their proprietary feelings toward advisees in some programs; that is, they were reluctant to have others

advise students participating in their programs. This was especially evident in the Health Services and Business areas which offer pre-professional and technical program options. These feelings may be related to an opinion expressed several times concerning the relative merit of an individualized, permanent faculty-advisee system that would foster insight and mutual trust between student and academic advisor. Advisor-advisee reshuffling, sometimes occurring on a term-by-term basis via computer generated random assignments, was deemed counter-productive to student success and college retention.

A few faculty expressed an alternate view concerning of the relative importance of placement, advisement, and counseling procedures to student retention efforts. They felt another set of factors such as the quality of instruction, the ease of scheduling, the availability of courses, and overall personal life situations affected student retention more dramatically than the learning support and assistance services the college provides. This is an important concern and should be explored thoroughly by the Office of Institutional Research to discover the impact these various factors have on student success at RACC. Generally, though, faculty expressed their belief in the pivotal role effective placement, advisement, and counseling services play in student retention and success.

Question Four asked faculty members to "Please list whatever attitudes related to proper college conduct you believe students must have to succeed at Reading Area Community College (e.g., norms concerning study, attendance, assignment due dates, participation, academic honesty, etc.)." Faculty expressed a number of concerns related to student attitudes and success in college. Some noted that if students hoped to excel, they must be willing and able to make the required sacrifices. They must, for

example, meet all class and course obligations, participate actively in class, accept responsibility for their own learning, respect themselves and others, be self-motivated, exhibit a sincere desire to learn, devote appropriate energy to their studies, and maintain integrity in their academic discourse (plagiarism). Students should also view their teachers and advisors as allies in the learning process rather than as adversaries.

Perhaps the three greatest concerns identified by faculty related to the lack of realistic achievement expectations, effective time management skills, and good study habits exhibited by some students. One perceptive person raised the issue of how such norms are established within the faculty. This issue certainly requires additional dialogue among faculty and academic divisions.

Section E: Evaluation of Pilot for Basic Skill Integration Plan in Writing

1. Definition of Task

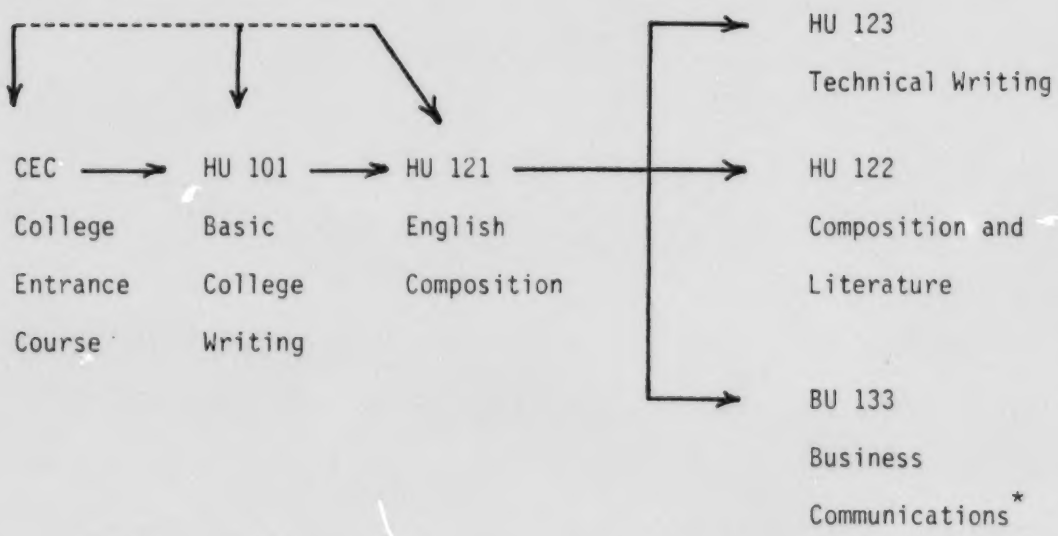
In the Fall of 1984 the Basic Skills Articulation Team discussed the term "integration" and agreed to define it in a way consistent with its definition in Humanities division writing courses. The Humanities division had long been strengthening placement testing and improving the course in basic writing skills (See HU 101 in flow chart below.) precisely to free instructors from having to teach basics over and over again in later courses and to smooth student-transition from one course's requirements and terminology to the next. In this way the instructors in later courses are encouraged both to require exercise of basic skills and to help students develop these skills from basic to advanced applications. Such requirements and skill development are encouraged by clear lines of demarcation between what basic skill courses teach and what later courses teach, not by

blur and overlap. Or, in other words, integration of basic skills needs clear articulation.

Flow Chart Showing Placement and Writing Course Sequence

PLACEMENT TESTING

(writing portion)



* For Business majors in the following options: Accounting, Administrative Assistant, Word Processing Specialist, and Secretarial Science (Executive, Legal, and Medical).

2. Behavioral Goals Defined

Thus, "basic skills integration" should certainly not be construed as calling on all instructors to reteach the basics. As the BSATeam conceives it, "basic skills integration" means getting instructors both to require from their students the exercise of these basic skills and to couch those requirements in a consistent terminology. And any "integration plan" should seek ways to encourage these behaviors.

These goals engendered four pilot projects: three independent study modules (two of the CAI modules) to facilitate integration of highly prized

basic skills into RACC courses college-wide, plus a referral form to help evaluate articulation between writing courses and the Writing Lab and between the basic writing skills course and other writing courses. The remaining sections relate how these pilots were chosen, designed and run and how well they helped achieve the two goals.

3. Identification of Target Skills and Selection of Pilots

a. The first step in the plan was to identify any gaps between the list of basic skills taught in either HU 101 Basic College Writing or in HU 121 English Composition and the list of those considered "basic" by instructors in later courses. This step was not difficult since two BSA Team members had participated in long-standing if informal inter- departmental discussions regarding what skills RACC students needed to be taught and who should be responsible to teach them. In fact, several skills readily suggested themselves. (They are more properly skill areas since they are actually complex clusters of several skills.)

Three such skills were selected as the primary targets of the integration plan, on the basis of the urgency and frequency with which faculty mentioned them in these interdepartmental discussions. Other justifications for this selection are discussed below.

(1) ABILITY TO USE THE LIBRARY'S BASIC RESEARCH TOOLS

Writing instructors may devote some part of one or more of their courses to instruction in library use, but only HU 123's official syllabus commits the instructor to this (to teaching documentation format, yes, but not to teaching library use per se).

(2) ABILITY TO DOCUMENT RESEARCH PAPERS CORRECTLY

This is officially addressed only in the division syllabi for higher level writing courses, HU 122 and HU 123, where, quite

frankly, the documentation required can go well beyond the simple basics; in HU 121 the new 1984-85 textbook and handbook selections cover documentation, but the official syllabus does not.

(3) ABILITY TO WRITE IN A READABLE SENTENCE STYLE

Readability is treated in all Humanities Division writing courses. But the focus is on improving it through development, organization and correctness, with little time left over to devote to the time-consuming methods for remediating readability problems related to style. Then, too, what constitutes readable style is an old standing debate which, at least stereotypically, puts literature-oriented writing instructors at odds with those outside the humanities.

Further justification for selecting these three emerged as the 1984-85 academic year progressed. The BSATeam's formal interviews with each division, for instance, underscored these same skills. But the wisdom of this selection was especially confirmed by the BSAT Spring, 1985 Survey where three skills account for most of the top 90%-or-over scores. For example, under "skills desirable for doing well in college generally" (question C in section 1 of that survey):

- Study Skill #34 on library basics received the highest faculty consensus to be found in the entire survey: 97 percent;
- Writing Skill #19, which addresses readability, had the second highest consensus: 94 percent;
- Writing Skills 11 and 20, which address other aspects of readability, also show high levels of consensus: 81 percent and 90 percent; and Writing Skill #17 on research paper format was also at the 90 percent level.

Though some aspects of the three skills selected are mentioned in certain Humanities-division-approved syllabi and even though most full-time writing instructors were already responding to the needs identified, the syllabi and the responses were not uniform. Students could still slip past instruction in these basics or come to it too late as do the many students who put off HU 122/123 for as long as possible.

b. The second step in the plan was to select pilot projects appropriate to the skills we had targeted. The approach here was to look for independent study modules to which all instructors could refer their students. (It seemed wise to begin by offering instructors independent study modules that would save them class-time, meet what they had stated as needs of their students' basic skills and to make their assignments' terminology consistent with a norm.)

One such module was in the form of a pamphlet made free to students through the RACC library; it will be considered below under its title "Termpapers Without Tears." Two faculty summer projects, one on basic library research and one on readability analysis, were considered appropriate pilots for the remaining two skills. These will be considered below under the headings LRC and READ.

c. The third step in the plan was to identify what (if any) terminology changes and requirement variations were confusing students as they moved through their various curricula. It seemed best to start house cleaning at home, as it were, and look first for possible confusions within the sequence of writing courses themselves. With recent changes in textbooks for both HU 101 and HU 121, increased confusion was predictable but had not yet been determined specifically.

To help in this determination, the Writing Lab staff were consulted as the ones most likely to be aware of any such student confusions. Also, a new lab-referral form designed by Helen Peemoeller was being used by Humanities Division writing instructors, thus permitting formal documentation of contacts between writing instructors, Writing Lab staff, and writing students. Resulting data from this lab referral form, along with information obtained by "debriefing" the lab staff, will be considered under the heading of Writing-Lab Referrals.

4. Nature and Results of Pilots

a. "Termpapers Without Tears"

In a cooperative venture between librarian Linda Lawrence and writing instructor Judith Schum, the library's free pamphlet "Termpapers Without Tears" was completely redone to reflect the radical changes in Modern Language Association (MLA) documentation format. Such a document, along with the handbook that all writing students purchase, would help regularize research-paper terminology and requirements throughout the college; new MLA regulations bring humanities documentation style very close to that of the American Psychological Association and the rest of the soft- and hard-sciences' style manuals. However, this project was not made available to students until August, 1985 and so is too new for results or evaluation.

b. LRC

The result of a Faculty Development Project awarded by the Professional Support Committee, this computer program was created by writing instructor Bruce Stanley to test RACC students on basic library skills and then to teach them what they do not know. Its content is derived from a slide-sound/videocassette presentation created by librarians David and Linda Lawrence to orient students specifically to RACC's

library (its Learning Resource Center, hence the program's call name.) LRC, which files all names and scores so that instructors can retrieve them on demand, was assigned by three instructors in a total of seven sections of HU 101, HU 121, and HU 123 over the course of three terms. The resulting files of test and retake scores plus anecdotal responses from instructors and students provide the basis for the following evaluations.

One indicator of this pilot's effectiveness is that at least 12 percent of the student-users, without any such requirement from their instructors, retook the test portion of LRC and always with a substantial (on the average 30%) improvement in their scores. Students reported as quite helpful both the LRC tailored instruction and the leads to further study-aids it provided, while instructors liked the availability of an independent study module that freed them from going over library basics in course after course (and that encouraged them, therefore, to give more library assignments).

The designer of LRC found that usage of the program depended heavily on his term-by-term advertising of what the module could do. He also found that merely maintaining the program free of snags was time-consuming--as, for instance, when access codes and volume location numbers were changed for the hard-disc memory in which LRC was stored. Of course, it was inevitably some unfortunate students (a half-dozen or so) who discovered these snags. Other than that, though, LRC produced only benefits to staff and students.

Suggestions for small improvements in LRC were made by students and instructors, most of these have already been incorporated into this program. One improvement that should be made is to have the program file

the instructor's name along with the student's name and score, another is to expand the 20 questions to 25 so as to reflect more completely the information presented in the library orientation which the Lawrences have recently updated.

c. READ

READ was modified by Bruce Stanley from a public-domain program by Michael Schuyler that checked against nine readability scales any writing samples students would type in. It was hoped that this program would give writing students insights into their own writing styles and what specifically made their styles more or less readable. Its use for this purpose was piloted in 1984 by Bruce Stanley in one section of HU 123 Technical Writing.

Unfortunately, due to its exacting procedures, the READ program proved unfeasible for independent use by students. Any mistake typing in the writing sample would send the user back to step one, as it were. Error handling routines were added to the program but relieved only a fraction of the frustrations. In April, 1985, Writing Lab staff members Cathy Hunsicker and Alfonso Pena tried to use it and were just as frustrated by its user-unfriendliness. Jude Schum in her third-reader project had the most patience and got the most use out of both it and a new version negotiated free from the author in May, 1985. The new version, though easier to use, has no print-out option and is not public-domain. So, the new version will probably find only limited use as a tool to sensitize students to the basics of what makes for a readable style. (There are even more serious theoretical misgivings concerning using readability analyzers as if they were style analyzers; these will be outlined later in the evaluation of this pilot.)

d. Writing Lab Referrals

Records of referrals (yellow forms of the Lab Referral Form, which are kept in the Writing Lab, and cards on individual students served by the lab, which are kept in the DSP Office) show the following results for Winter and Spring Terms, 1984-1985: 5 of the 7 writing instructors used the new forms, and at least 42 students were referred to the Writing Lab (at least 42, since some yellow forms were missing for students known to have been referred and served). Seventy percent of those students who were referred followed through and actually showed up at the lab for help; 20 minutes or more is the only way to describe the range in length of time spent with the students who were helped (some students use the Writing Lab as their usual "study hall," and capacity of the room has been no reason to discourage them from doing so). Students were mainly referred to Writing Lab for basics, such as sentence construction, spelling, and proofreading matters, but occasionally for improvement of logic and organization, too (the complete list of specific features of writing for which students were referred to Writing Lab is too long to enumerate here).

Lab Referral Forms showed fairly consistent use of terminology in the sense of keeping within the vocabulary of the Harbrace College Handbook and the four writing-course textbooks. But even with these texts as guidelines, terminology tends to proliferate. On these referral forms, students were asked to seek help in "elaborating," "development," "use of detail," and "concrete specifics"; the four requests probably all meant the same thing.

Writing teachers themselves have a wealth of anecdotal information to show the seriousness of terminological confusions, some resulting from the

simplest of term switches. A student, when asked how many "papers" his writing instructor had assigned, replied with some relief, "None, thank heaven--our teacher says he hates to read those things." The dismayed questioner (a division chairperson) duly confronted the writing instructor and found out that six major writings had in fact been assigned, but this instructor called them "essays" and clearly distinguished these from "papers," a term he reserved for lengthy, impersonal library-research writings.

Students who were interviewed complained that even within the writing courses terms for the written product abound: "papers," "essays," "writings," "compositions," "themes," "responses." The particular kind of writing HU 121 focuses on may be called "expository," "argumentative," "persuasive," or "discursive." And to these descriptors, HU 122 may add "interpretive," "explicative," "critical," and "analytic." To term proliferation can be added the problems of: (1) terms with more than one legitimate technical definition (such as "exposition" meaning either a type of writing or a part of a plot, "abstract" meaning either the opposite of "concrete" or a summary of a technical article) (2), terms with conflicting definitions (such as "thesis statement" defined one way by writing-course textbooks but another way by the writing-course handbook), (3) terms defined differently from one writing course to the next (such as "research" which in HU 123 is "original" and opposed to "literature research" while in the other writing courses, it is usually equated with "literature search").

Writing Lab staff were interviewed, one only once and briefly, the others more than once and for an hour to 90 minutes per person. Regarding the articulation between lab and classroom instruction, lab staff applauded

the renewed communication that the referral forms stimulated and expressed hope that a long-talked-about general meeting between writing instructors and lab staff might actually take place.

Regarding possible student confusion due to writing terminology, lab staff could also provide many examples; however, they did not feel those confusions were as serious as those resulting from instructors' often quite different approaches to writing assignments. Unfortunately, the interviews with lab staff were not lengthy enough to determine precisely whether these were basic theoretical differences, different methods of instructing and assigning, or both, which perhaps underscores the need for writing instructors to meet at length with Writing Lab staff and discuss the effect of these differences on RACC students.

5. Evaluation of Pilots

"Termpapers Without Tears" is too new, as was noted above, to evaluate its effectiveness. But there is every reason to believe that this revised version will be as well received by students as the original pamphlet which never gathered dust. Library staff report that in past years the distribution pile for this free pamphlet, which is located at the entrance of the RACC library, had to be replenished frequently. Since the MLA documentation format is now so close to all other major formats, it is reasonable to hope that this concise pamphlet can serve as a documentation standard suitable for use in all RACC courses. This would be a boon to students, as it would regularize the format requirements of written assignments requiring documentation. This will probably happen, however, only if writing instructors propose it to the rest of the college's instructors as a standard.

LRC should continue to service instructors and students well if

problems with the Corvus memory system are rectified. There is no evidence, though, that instructors outside the Humanities Division referred students to use LRC. So the LRC program can encourage RACC instructors to help students develop their library skills only if it is advertized regularly at the start of each term. Otherwise, some instructors might still be discouraged from assigning any serious library work out of fear that many students will be lacking basic library skills and the concommitant fear that teaching library basics will fall upon them, the instructors, thus eroding class time they would much rather devote to specific course content.

READ, and perhaps any device oriented to current readability-formulae, will probably find little use as a means of teaching students sensitivity to what makes a sentence style more or less readable. This goes beyond problems regarding user-friendliness and hard-disk access. The formulae all use indicators, not causes, of readability to estimate grade level or reading ease; so, to write to the formulae is not necessarily to achieve a readable sentence style. After all, these formulae were designed to speak more to reading instruction than to writing instruction. As more sophisticated style analyzers become feasible thanks to increased computer memory, perhaps these will be able to show clearly to students what readability analyzers only suggest.

The Lab Referral Forms need wider and more consistent use by writing instructors. (Perhaps use of the form needs to be "advertised" at the beginning of each term, just as was suggested for the LRC computer program.) There should also be better follow-up by the instructors who initiate the forms. (It is unfair to shift the responsibility and expect Writing Lab staff to report back to the instructors. Doing this would add to their

already considerable paperwork and take more time away from serving students.) Most importantly, writing instructors need to sit down formally and at length with Writing Lab staff to share perceptions and concerns regarding consistency of writing-course terminology.

Also, the interviews with Writing Lab staff confirm writing instructors' fears that recent shifts in writing textbooks would make for rocky student-transitions from one writing course to the other. Not until writing instructors themselves hammer out a consistent terminology in which to couch their assignments will there be a paradigm that all instructors can follow.

Section F: A Summary View

The Basic Skills Articulation Team and many other faculty and professional staff have put forth a tremendous basic skills effort during the 1984-1985 school year: meetings were conducted, a comprehensive needs survey was devised and distributed, and placement testing procedures were examined in great detail.

The foundation for this year's creative effort was laid during 1982-1983 and 1983-1984, however. During those years the Professional Support Committee funded no fewer than five major Faculty Development Projects in basic skills areas. These include:

1. "Integration of Basic Skills Software and Videotape Modules into the English as a Second Language Curriculum" conducted by Susan Hartman.
2. "Revision of the Developmental Studies Program Writing Course through Integration of Process-Oriented, Psychodynamic, and Peer-Editing Instructional Strategies" conducted by Annette

Horner and Karen Jacobson. (This work included the important Notes to Teachers of Basic Writing: An Instructor's Guidebook.)

3. "Development of Computer-Enhanced Style Analysis, Library Use, and Outlining Skills Testing Programs for the Technical Writing Curriculum" conducted by Bruce Stanley.
4. "An Evaluation of the Effectiveness of the Developmental Studies Program Reading Course" conducted by Sylvia Wolff.
5. "Classification and Integration of Software/Computer Literacy" into the Developmental Mathematics Course conducted by Ann Flamm.

The Professional Support Committee and the Basic Skills Articulation Team has built many additional rooms on this solid foundation during 1984-1985. These accomplishments include (but are not limited to) those indicated below:

1. Compilation of The Basic Skills Program Review, which included a list of recommended improvements.
2. Development and initiation of a Basic Skills Integration Plan.
3. Allocation of monies to purchase computer instructional modules in Reading.
4. Purchase of authoring software that will assist the development of additional computer-assisted instructional modules in coming months.
5. Provision of information which assisted in the decision to increase the recommended DSP Reading level from 9th grade to 12th grade.
6. Assistance to DSP and Student Services efforts to improve placement testing procedures and practices.

7. Sponsorship of several Faculty Training Seminars on topics ranging from developmentally disadvantaged students, and critical thinking skills in reading, writing, and mathematics, to computer assisted instructional strategies.
8. Funding of selected faculty members to attend external conferences and workshops in developmental mathematics and other basic skills content areas.
9. Funding of several large Faculty Development Projects, including "Assessing and Improving Writing Placement Sample Validity" conducted by Judith Schum and "An Action Research Proposal to Identify and Address Problems Related to RACC's Writing Laboratory" conducted by Annette Horner and Karen Jacobson.
10. Compilation of this Basic Skills Integration Plan Evaluation Report.

This Evaluation Report has also attempted to address many of the recommendations contained in the Program Review. It has addressed Institutional Recommendations two and five; Academic Affairs Recommendation one; and Divisional Recommendations four, five, and seven. The related Faculty Development Projects have directly addressed Institutional Recommendations two, three, and five; Academic Affairs Recommendation one; and Divisional Recommendations one, six, eight, nine, ten, eleven, and twelve. This report and the related faculty projects have, in effect, addressed 14 of the 19 recommendations contained in the Basic Skills Program Review--an excellent one-year record, given the prevailing human, physical, and fiscal constraints within which this year's work was conducted.

Many specific recommendations are contained in the text of this report and a careful reading is encouraged to understand the context and import of each for various groups within the college community. A massive amount of applied institutional research data has also been collected and incorporated into this report and the related faculty project reports. These should be read as a sequence to obtain a global understanding of these data and the implications for improved basic skills programming, instruction, articulation, and reinforcement at Reading Area Community College.

Appendix A: The Basic Skills Integration Plan
for 1984-1985

READING AREA COMMUNITY COLLEGE

BASIC SKILLS INTEGRATION PLAN

FOR

1984-1985

Compiled

by

The Basic Skills Articulation Team

Composed
of

Ann L. Flamm, Assistant Professor, Division of Science/Mathematics

Sylvia Wolff, Assistant Professor, Division of Humanities

Isabel B. Pollock, Coordinator, Developmental Studies Program

Dr. Neal Norris, Coordinator of Curriculum Development

Bruce H. Stanley, Professor, Division of Humanities

Dr. Ivan L. Torres, Associate Professor,
Division of Behavioral Science/Public Services

Dr. Gene Wilkins, Vice President of Academic Affairs

September, 1984

Reading Area Community College
P.O. Box 1706
Reading, Pennsylvania 19603
(215) 372-4721

Staff assistance and financial support for this project
was provided through a Strengthening Program Grant
(Title III of The Higher Education Act of 1965).

INTRODUCTION

The Basic Skills Articulation Team (BSAT) was organized in November of 1983. This team was given two goals:

1. Determine the current status of existing programs and course efforts by conducting a Basic Skills Program Review (BSPR); and
2. Prepare a comprehensive Basic Skills Integration Plan (BSIP) for the College.

The Basic Skills Program Review was completed in April of 1984. This Basic Skills Integration Plan evolved from that earlier work and from on-going BSAT meetings. The Basic Skills Articulation Team has attempted to confront the complex issue of basic skills programming at Reading Area Community College. The understandings and insights which have resulted from that confrontation have been organized and presented in the following Integration Plan. Tremendous effort was expended to create a Plan that was relevant to identified college needs, concise in format, and manageable within the prescribed time period, October of 1984 through September of 1985.

Basic Skills Articulation Team members quickly realized that creating a Plan which attempted to address all twenty-six (26) Program Review conclusions and recommendations would not be feasible. Team analysis of these conclusions revealed two high priority process areas, which if addressed in this year's Plan, would lead to well-planned, incremental, and effective integration of basic skills instruction into academic courses offered by Reading Area Community College. The two identified process areas are (1) internal needs assessment, and

(2) placement testing. These are described more specifically in the following section of this Plan.

PLAN OBJECTIVES AND ACTION STEPS

Objective #1: Internal Needs Assessment

The Basic Skills Program Review concluded that a comprehensive internal needs assessment was necessary to obtain reliable information regarding basic skills assessment, placement, programming, evaluation, and course scope and sequence. The BSAT was unable to address numerous questions in these areas because little hard evidence of a longitudinal nature had been gathered. If the College is to articulate the teaching and learning of basic skills from student entry through exit, specific information is necessary. What role, for instance, does developmental studies course content play in later general education and distribution course work? Exactly what skills are needed in which courses, and to what degree? In which areas do divisions need to demand more basic skills support, and what expectations are reasonable? Division faculty need to know when and where basic skills end and advanced reading, writing, mathematics, and study skills begin. Simply stated, what skill levels can faculty reasonably expect of students entering their classes as opposed to what they should teach their students.

A basic skills needs assessment addressing these and related questions has never been formally conducted at the College. Since assessment of needs appears to be logically prior to any other part of a successful Integration Plan, it is the first and foremost objective this year. A subcommittee of the Basic Skills Articulation Team is ideally suited to meet with each academic division and department within the

College to accomplish this objective.

Activity Steps to Achieve Plan Objective One

Activity Step 1: Appoint BSAT subcommittee and charge that body to initiate qualitative and quantitative needs assessment. (Fall, 1984)

Activity Step 2: BSAT subcommittee convenes to design structured interview questions to obtain appropriate information during divisional meetings. (Fall, 1984)

Activity Step 3: BSAT subcommittee schedules and conducts a meeting with Humanities Division faculty. (Fall, 1984)

Activity Step 4: BSAT subcommittee schedules and conducts a meeting with Science/Mathematics Division faculty. (Fall, 1984)

Activity Step 5: BSAT subcommittee schedules and conducts a meeting with Behavioral Sciences/Public Services faculty. (Fall, 1984)

Activity Step 6: BSAT subcommittee schedules and conducts a meeting with Health Services Division faculty. (Fall, 1984)

Activity Step 7: BSAT subcommittee schedules and conducts a meeting with Business Division faculty. (Fall, 1984)

Activity Step 8: BSAT subcommittee meets to tabulate and summarize information obtained from divisional meetings. (Fall, 1984)

Activity Step 9: Concurrent with Steps 1-8, an objective assessment instrument is devised and administered; resulting data is tabulated and summarized in written form. (Fall, 1984)

Activity Step 10: Summarized information is shared with all faculty members and serves as a common basis for inter-divisional articulation meetings. (Winter, 1984-85)

Activity Step 11: Each academic division conducts a least one formal articulation meeting with every other academic division to address issues of basic skills scope and sequence. (Winter, 1984-85)

Activity Step 12: Written results of these inter-divisional meetings are conveyed to the BSAT subcommittee for inclusion in a final basic skills integration document. (Winter, 1984-85)

Activity Step 13: BSAT subcommittee drafts final document. (Spring, 1985)

Activity Step 14: The full BSAT reviews and approves final document. (Spring, 1985)

Objective #2: Placement Testing

The rationale for adopting placement testing as the second Plan Objective is strong. More than one-third of the Program Review conclusions and recommendations (e.g., IV. A. 2, 5; B. 3, 4; C. 1, 3,9, 10, and 11) express various concerns related to placement testing procedures and processes at the College. At an open-admissions college such as RACC, placement testing is the first crucial phase in basic skills articulation, for it is here that the entering student is placed in College Entrance Courses (CEC), Developmental Studies Courses (DSP), or permitted to proceed directly to appropriate academic course work. For these reasons, placement testing was endorsed as the second Plan Objective.

Activity Step 1: The BSAT subcommittee serves as an information gathering, liaison, and advisory body to appropriate groups within the College that are directly involved in placement testing. (See Developmental Studies Revitalization Activity Narrative.)

Activity Step 2: The BSAT subcommittee identifies appropriate groups and meets with these to determine current placement practices, assist in the review of tests and testing procedures, and identify specific actions that should be taken to improve this critical phase of articulation.

Activity Step 3: The BSAT subcommittee composes a brief written document summarizing their findings and recommendations.

Activity Step 4: The full BSAT reviews and endorses this document.

The Basic Skills Articulation Team believes the Basic Skills Integration Plan presented here will serve as an effective means of initiating significant improvement of basic skills articulation among departments and divisions of the College. Information obtained and shared throughout this Plan year should provide a solid basis for on-going basic skills articulation and integration efforts at Reading Area Community College.

Appendix B: Structured Interview Questions

BASIC SKILLS ARTICULATION TEAM
STRUCTURED INTERVIEW QUESTIONS

1. What prior study skills do you assume students possess when they come to your class?

2. Do you assess these skills on a pre- and post-course basis?

3. What opportunities do students have to improve their basic skills while taking your course?

4. RACC"s present reading "requirement" for students is that they be able to read at the 9.0 grade level before entering your course. Do you feel that is adequate or inadequate?

5. If the answer to the above question was "inadequate," what reading grade level do you judge to be adequate for a student's success in your course?

6. What role do you see the DSP Reading course playing in the articulation between your course and it? In other words, how can the reading course be a greater help to you and your students?

7. What are the essential components of a passing paper or writing assignment in your class? (Organize these in order of importance.)

8. Must a student have good speaking ability to succeed in your course?

9. What basic mathematics skills are necessary for success in your course?

10. If you feel a responsibility to strengthen your students' basic skills, what skills do you work on most frequently? Why?

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11/19/84

Appendix C: BSAT/Divisional Structured Interview
Meeting Notes

READING AREA COMMUNITY COLLEGE
BSAT/HEALTH SERVICES DIVISION MEETING

November 19, 1984

Members Present: From BSAT:
Neal Norris and Sylvia Wolff

From HS Division:
Rose Marie Day, Joan Lawlor, Carol Mohl-Jones, Christine Wadzinske, and Linda Waterbury

Members Absent: From BSAT:
Ann Flamm, Isabel Pollock, Bruce Stanley, and Ivan Torres

From HS Division:
Anna May High, Suzanne Dimino, Marta MacDonald

A meeting of the Basic Skills Articulation Team and the Division of Health Services was held in Room 405 on Monday, November 19, 1984, from 3:30 p.m. to 5:00 p.m.

Neal explained the two-fold purpose of this meeting: (1) to identify and explore (via a structured interview format) fundamental issues and concerns related to basic skills articulation from student entry to exit, and (2) to provide a substantive basis for the development of an objective assessment instrument and initiation of inter-divisional meetings. The rest of the meeting was devoted to addressing the ten (10) questions included in the structured interview.

QUESTION 1 asked "What prior study skills do you assume students possess when they come to your class?" HS faculty noted they assumed their students were well versed in spelling, basic grammar, reading, basic mathematical skills, organizational skills, goal-setting, time-management, dictionary use, library use, and locating information in the LRC. They also stressed that the lowest reading level required to complete course work was the 13th Grade Level. Oftentimes students lacked these assumed skills in varying degrees.

QUESTION 2 asked "Do you assess these skills on a pre- and post-course basis?" Faculty members indicated that a Nursing Pre-Test was used at one time but had been discontinued. No systematic pre- and post-course testing of these skills (i.e., those mentioned in response to Question 1) seems to occur. (It must be noted that Rose Marie Day, in her October 25, 1984, meeting with Neal, stated that "Nursing students must pass a math quiz, designed and administered by Nursing faculty before taking HS 142, as conversions and equivalents concepts must be mastered to compute dosages and prepare injections. A second math quiz is administered at the end of HS 142, before students move on to HS 143, in which they are expected to compute ratios and proportions to prepare IV solutions.")

QUESTION 3 asked "What opportunities do students have to improve their basic skills while taking your course?" Few formal opportunities for students to reinforce and improve basic skills are currently provided. That is, the majority of courses are highly structured and aimed at covering a heavy content load.

QUESTION 4 asked "RACC's present reading 'requirement' for students is that they be able to read at the 9.0 grade level before entering your course. Do you feel that is adequate for a student's success in your course?" Health Services faculty responded that many incoming students have a GED rather than a high school diploma which may not adequately prepare students to read at the 13.0 grade level as needed for college-level work. The current 9.0 grade level requirement is inadequate.

QUESTION 5 asked "If the answer to the above question was 'inadequate,' what reading grade level do you judge to be adequate for a student's success in your course?" Health Services faculty felt that the 13.0 grade level was necessary to comprehend course reading assignments effectively.

QUESTION 6 asked "What role do you see the DSP Reading course playing in the articulation between your course and it? In other words, how can the reading course be a greater help to you and your students?" Several faculty members felt it would be helpful to students if actual selections from current Health Services textbooks were used as part of the DSP Reading course.

QUESTION 7 asked "What are the essential components of a passing paper or writing assignment in your class?" Faculty identified the following essential components: following directions, writing objectives, labeling, organizing papers in a logical fashion, identifying factual information, and correct spelling.

QUESTION 8 asked "Must a student have good speaking ability to succeed in your course?" Nursing faculty stressed the great importance of good speaking skills for their students. Medical Lab faculty indicated that good speaking ability was not as important for their students due to the isolated and individual nature of laboratory working conditions.

QUESTION 9 asked "What basic mathematics skills are necessary for success in your course?" Faculty indicated a great need for a solid understanding of Foundations of Mathematics and Elementary Algebra topics, especially decimals, equivalents, and metrics. Strong concern was expressed regarding the increasing "calculator dependency" of many students. Faculty who do refer students to the DSP Math Lab also noted that the Lab does seem to help but felt that actual demonstration of problem solving strategies was seldom included as part of that assistance. Excessive reliance on the completion of worksheets was cited as well.

QUESTION 10 asked "If you feel a responsibility to strengthen your students' basic skills, what skills do you work on most frequently? Why?" Faculty stressed their use of test reviews and encouragement of active listening skills.

The BSAT/Health Services articulation meeting was then adjourned.

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Distribution:

Ann Flamm	Rose Marie Day
Neal Norris	Suzanne Dimino
Isabel Pollock	Anna May High
Bruce Stanley	Joan Lawlor
Ivan Torres	Marta MacDonald
Gene Wilkins	Christine Wodzinske
Sylvia Wolff	Linda Waterbury

Curriculum Enrichment Activity File
Title III Documentation

READING AREA COMMUNITY COLLEGE
BSAT/BUSINESS DIVISION MEETING

November 27, 1984

Members Present: From BSAT:
Neal Norris, Isabel Pollock, Ivan Torres, Sylvia Wolff

From Business Division:
Jim Freed, Diane Jensen, Sandy Kern, Henry Lindenmuth, Joe Richter

Members Absent: From BSAT:
Ann Flamm, Bruce Stanley

From Business Division:
Joe Liebreich, Paula Maize

A meeting of the Basic Skills Articulation Team and the Business Division was held in Room 317 on Tuesday, November 27, 1984, from 1:00 p.m. to 2:30 p.m.

Neal explained the two-fold purpose of this meeting: (1) to identify and explore (via a structured interview format) fundamental issues and concerns related to basic skills articulation from student entry to exit, and (2) to provide a substantive basis for the development of an objective assessment instrument and initiation of inter-divisional meetings. The rest of the meeting was devoted to addressing the ten (10) questions included in the structured interview.

QUESTION 1 asked "What prior study skills do you assume students possess when they come to your class?" Business faculty noted they assumed their students had learned to take notes effectively, follow and read instructions on self-paced instructional materials, and read for content and understanding. Often, however, students are not prepared adequately to apply these skills in business course learning situations. Several faculty indicated that curricular scheduling (in terms of appropriate course sequence), a lack of required course prerequisites in some program options, and no formal placement testing of students planning to enter business programs may contribute to these and other learning problems. The Accounting I course, for example, is primarily a reading comprehension rather than a mathematics course. However, some faculty and staff advisors presume the reverse to be true and seem to counsel those students with good mathematical but poor reading skills into these courses. The language barrier appears significant in other business courses for similar advisement and curricular sequence reasons.

QUESTION 2 asked "Do you assess these skills on a pre- and post-course basis?" Faculty indicated that no adequate pre- and post-course testing of the skills mentioned in response to Question 1 occurs presently.

QUESTION 3 asked "What opportunities do students have to improve their basic skills while taking your course?" Few formal opportunities for students to reinforce and improve basic skills are currently provided as part of business course instruction. Many courses are highly structured and seem to provide substantial amounts of content within the prescribed 10-week term format. Some faculty expressed interest in working individually with basic skills instructors to devise ways of incorporating some of these learning activities into their courses.

QUESTION 4 asked "RACC's present reading 'requirement' for students is that they be able to read at the 9.0 grade level before entering your course. Do you feel that is adequate for s student's success in your course?" Business faculty felt the current 9.0 grade level reading requirement provided inadequate preparation for business course work at all levels and it may promote student anxiety and failure as the gap between required and actual reading abilities widens when students attempt intermediate and advanced business courses.

QUESTION 5 asked "If the answer to the above question was 'inadequate,' what reading grade level do you judge to be adequate for a student's success in your course?" Faculty members stated that a 12.0 or 13.0 grade level was the minimum necessary to complete business course reading assignments effectively.

QUESTION 6 asked "What role do you see the DSP Reading course playing in the articulation between your course and it? In other words, how can the reading course be a greater help to you and your students?" Some faculty members indicated that it would be helpful to students if specific ideas from individual business courses were included in some of the reading selections used in developmental courses.

QUESTION 7 asked "What are the essential components of a passing paper or writing assignment in your class?" Though no essential components of successful writing assignments or passing papers were specifically identified, a general concern that students be able to write clearly and concisely was expressed.

QUESTION 8 asked "Must a student have good speaking ability to succeed in your course?" Faculty did not address this question specifically.

QUESTION 9 asked "What basic mathematics skills are necessary for success in your course?" Faculty identified no specific skills but stressed that students do need a strong mathematical foundation to succeed in certain advanced business courses.

Question 10 asked "If you feel a responsibility to strengthen your students' basic skills, what skills do you work on most frequently? Why?" No specific answer to this question was provided during the meeting.

The BSAT/Business Division meeting was then adjourned. These notes should be read in conjunction with the regular meeting minutes kept by the Business Division.

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Distribution:

Ann Flamm	James Freed
Neal Norris	Diane Jensen
Isabel Pollock	Sandra Kern
Bruce Stanley	Joseph Liebreich
Ivan Torres	Henry Lindenmuth
Gene Wilkins	Paula Maize
Sylvia Wolff	Joseph Richter

Curriculum Enrichment Activity File
Title III Documentation

READING AREA COMMUNITY COLLEGE
BSAT/BEHAVIORAL SCIENCES/PUBLIC SERVICE
DIVISION MEETING

January 8, 1985

Members Present: From BSAT:
Neal Norris, Isabel Pollock, Ivan Torres, Sylvia Wolff

From BS/PS:
Barb Buckwalter, Bev Kovacs, Judy Peterson, Bonnie Price, and Ivan Torres

Members Absent: From BSAT:
Gene Wilkins

From BS/PS:
No one

A meeting of the Basic Skills Articulation Team and the Behavioral Sciences/Public Services Division was held in the RACC Cafeteria on Tuesday, January 8, 1985, from 9:00 a.m. to 10:00 a.m. to 2:30 p.m.

Neal explained the two-fold purpose of this meeting: (1) to identify and explore (via a structured interview format) fundamental issues and concerns related to basic skills articulation from student entry to exit, and (2) to provide a substantive basis for the development of an objective assessment instrument and initiation of inter-divisional meetings. The rest of the meeting was devoted to addressing the ten (10) questions included in the structured interview.

QUESTION 1 asked "What prior study skills do you assume students possess when they come to your class?" BS/PS faculty noted they used to assume their students were reasonably well prepared; now they assume little previous effective preparation among students. Faculty indicated they would like students, especially younger ones, prepared to manage time effectively (i.e., study time). Older student generally seem to have more commitment, as well as better note-taking, organizational, and creative problem-solving skills. The ability to comprehend relationships and generalize from these was also important. Abstract writing and outlining skills were identified as fundamental, especially in Abnormal Psychology. Bruce stressed that information gathered from the structured interview questions and the objective assessment instrument being devised would provide a basis from which to identify a specified list of competencies, capacities, and abilities general education, program core, and elective course faculty can expect of their students. BS/PS faculty indicated they could improve articulation by inviting DSP and other appropriate staff to do specialized workshops in BS/PS classes. Greater use of the Basic Skills Labs as a supplemental resource was also suggested, as was the creation of a Learning Map/Guide to the College.

QUESTION 2 asked "Do you assess these skills on a pre- and post-course basis?" Faculty indicated some pre- and post-course testing of the skills mentioned in response to Question 1 occurs; this does not happen on a regular basis, however.

QUESTION 3 asked "What opportunities do students have to improve their basic skills while taking your course?" Few formal opportunities for students to reinforce and improve basic skills are currently provided as part of BS/PS course instruction.

QUESTION 4 asked "RACC's present reading 'requirement' for students is that they be able to read at the 9.0 grade level before entering your course. Do you feel that is adequate for s student's success in your course?" BS/PS faculty felt the current 9.0 grade level reading requirement provided inadequate preparation for course work at all levels.

QUESTION 5 asked "If the answer to the above question was 'inadequate,' what reading grade level do you judge to be adequate for a student's success in your course?" Faculty members stated that a 12.0 grade level was the minimum necessary to complete BS/PS course reading assignments effectively.

QUESTION 6 through 10 were to be addressed in written form by individual faculty members, as the allocated division meeting time expired. No faculty chose to respond to these remaining questions.

Bonnie Price provided a copy of page 2 of the BS/PS Meeting Minutes of 6-6-83 outlining the "general frustration" concerning "the lack of student preparedness for routine college demands, particularly in writing and speech." That page is appended to these meeting notes for reference and critical reflection.

The BSAT/BS/PS Division meeting was then adjourned. These notes should be read in conjunction with the regular meeting minutes kept by the BS/PS Division.

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Distribution:
Ann Flamm
Neal Norris
Isabel Pollock
Bruce Stanley
Ivan Torres
Gene Wilkins
Sylvia Wolff
Barb Buckwalter
Bev Kovacs
Judy Peterson
Bonnie Price
Curriculum Enrichment Activity File
Title III Documentation

READING AREA COMMUNITY COLLEGE
BSAT/HUMANITIES DIVISION MEETING

January 23, 1985

Members Present: From BSAT:
Neal Norris, Bruce Stanley, Ivan Torres, Sylvia Wolff

From Humanities:
Sue Hartman, Karen Jacobson, Helen Peemoeller, and Jude Schum

Members Absent: From BSAT:
Ann Flamm, and Isabel Pollock

From humanities:
No one

A meeting of the Basic Skills Articulation Team and the Humanities Division was held in Room 502 on Wednesday, January 23, 1985, from 3:30 p.m.

Neal explained the two-fold purpose of this meeting: (1) to identify and explore (via a structured interview format) fundamental issues and concerns related to basic skills articulation from student entry to exit, and (2) to provide a substantive basis for the development of an objective assessment instrument and initiation of inter-divisional meetings. The rest of the meeting was devoted to addressing the ten (10) questions included in the structured interview.

QUESTION 1 asked "What prior study skills do you assume students possess when they come to your class?" Humanities faculty indicated they assumed their students had learned several types of skills prior to entering their courses. For instance, DSP Writing instructors felt students entering this course should be able to read and understand the textbook, manage time effectively, and take notes appropriately. In the ESL classes, note-taking is taught from the board to compensate in some measure for the language barrier. Students are also taught how to use a dictionary. Students taking sophomore literature are expected to have developed critical thinking skills, particularly synthesis and evaluation of ideas. Efficient use of the thesaurus and certain professional journals is expected as well. Several faculty raised the important issue of teaching certain attitudes and behaviors which are appropriate to the collegiate setting. These cluster around workload, discourse, classroom, and student-teacher relationship norms. Some faculty proposed the development of a loose-leaf "What students have learned from any course" sheet summarizing skill areas and topics covered in depth.

QUESTION 2 asked "Do you assess these skills on a pre- and post-course basis?" Faculty indicated no adequate pre- and post-course testing of the skills mentioned in response to Question 1 occurs presently.

QUESTION 3 asked "What opportunities do students have to improve their basic skills while taking your course?" Many formal opportunities for students to reinforce and improve basic reading and writing skills are currently provided as part of humanities course instruction. No opportunities are provided to improve mathematical skills.

QUESTION 4 asked "RACC's present reading 'requirement' for students is that they be able to read at the 9.0 grade level before entering your course. Do you feel that is adequate for s student's success in your course?" Humanities faculty felt the current 9.0 reading grade level provided inadequate preparation for all humanities course work except DSP Writing which requires a 7.0 reading level. Art and music courses also may not demand as high a reading level depending on the specific organization of these courses. Some faculty noted that their students can often read at a higher level than they can write.

QUESTION 5 asked "If the answer to the above question was 'inadequate,' what reading grade level do you judge to be adequate for a student's success in your course?" Humanities faculty recommended the 12.0 grade level and stressed that more than one level (11.0) below this is high risk. Several faculty recommended that the College look more closely at percentiles then grade level scores.

Meeting time expired at this point and faculty were asked to submit individual written responses to questions 6 through 10. Two members did so; these are presented below.

QUESTION 6 asked "What role do you see the DSP Reading course playing in the articulation between your course and it? In other words, how can the reading course be a greater help to you and your students?"

"DSP Reading creates and/or reinforces reading-receptive vocabulary, organizational patterns, recognition of main ideas and methods of support, and audience levels and appeals within essays. In this way students are able (I hope) to have a stronger grasp of the textual material they read for their classes and, perhaps more importantly, see techniques of organizing and using information for the various audiences that their numerous writing assignments demand."

"For those students taking only DSP level courses, DSP Reading sometimes provides the only information and/or ideas on which students can draw to write essays."

QUESTION 7 asked "What are the essential components of a passing paper or writing assignment in your class?"

"The essential components of a passing paper include the following:

1. organization (including an appropriate sequence of information to support an implied or stated main idea)
2. content (including development of significant ideas and the use of information directly to support the main idea)
3. coherence (including a logical progression of ideas from one sentence to another and from one paragraph to another)
4. awareness of audience (including appeals, language, information and writing level appropriate for identified audience)
5. maturity and consistency of style
6. correctness (including mechanics, spelling, usage, etc.)"

"1. Comprehension of basic sentence parts in English.
2. Ability to combine ideas into compound and complex sentences, with no basic structural errors.
3. Understanding, ability to use basic punctuation to write English sentences."

QUESTION 8 asked "Must a student have good speaking ability to succeed in your course?"

"In composition class: yes. Because of the relationship between speaking and writing generally, students need to have some speaking skills within Composition and DSP Writing. Students in these classes must also be able to explain orally (in addition to in writing) what they are trying to communicate, where their peers are not successful in an assignment, etc."

"In literature class: yes. Reports (oral), class discussion, and group and individual presentations are required within the class. Students need to organize and clarify ideas and to initiate and respond to both formal and informal discussion."

QUESTION 9 asked "What basic mathematics skills are necessary for success in your course?" Responding faculty indicated there were none.

QUESTION 10 asked "If you feel a responsibility to strengthen your students' basic skills, what skills do you work on most frequently? Why?"

"In DSP Writing, Composition, and Composition and Literature, I work on writing skills; in Drama I stress reading and writing; and in Speech I stress speaking."

"Even in Composition, I feel the responsibility to strengthen students' understanding of grammar and syntax simply because without a minimal insight into these tools: students cannot generally make any breakthrough in improving patterns of writing (speaking) already established."

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Distribution: Ann Flamm
Neal Norris
Isabel Pollock
Bruce Stanley
Ivan Torres
Gene Wilkins
Sylvia Wolff
Sue Hartman
Karen Jacobson
Helen Peemoeller
Jude Schum
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READING AREA COMMUNITY COLLEGE
BSAT/SCIENCE/MATHEMATICS DIVISION MEETING

January 17, 1985

Members Present: From BSAT:
Neal Norris, Bruce Stanley, and Ivan Torres

From S/M Division:
John DeVere, Drew Lapinski, Andy Skitko, Susan Swartz, Dick Zarilla, Brian Schneider, and Jill Miller

Members Absent: From BSAT:
Ann Flamm, Isabel Pollock, and Gene Wilkins

From S/M Division:
Bob Phipps

A meeting of the Basic Skills Articulation Team and the Science/Mathematics Division was held in Room 407 on Thursday, January 17, 1985, from 3:00 p.m. to 4:30 p.m.
to 2:30 p.m.

Neal explained the two-fold purpose of this meeting: (1) to identify and explore (via a structured interview format) fundamental issues and concerns related to basic skills articulation from student entry to exit, and (2) to provide a substantive basis for the development of an objective assessment instrument and initiation of inter-divisional meetings. The rest of the meeting was devoted to addressing the ten (10) questions included in the structured interview.

QUESTION 1 asked "What prior study skills do you assume students possess when they come to your class?" Science/Mathematics faculty noted they assumed their students had learned to organize materials in outline, differentiate between important and unimportant information, follow directiosn, understand complex questions, analyze and evaluate various kinds and forms of data, apply known facts and principles to new situations, and use the textbook as an effective study tool.

QUESTION 2 asked "Do you assess these skills on a pre- and post-course basis?" Faculty indicated that pre- and post-course testing of the skills mentioned in response to Question 1 occurs in a few instances; not much systematic testing is used, however.

QUESTION 3 asked "What opportunities do students have to improve their basic skills while taking your course?" Some opportunities to learn study skills (i.e., how to answer compare and contrast, advantage and disadvantage, and essay questions) are provided. Some instructors also draw up lists of objectives for each unit or chapter and highlight major unit topics for greater student learning.

QUESTION 4 asked "RACC's present reading 'requirement' for students is that they be able to read at the 9.0 grade level before entering your course. Do you feel that is adequate for s student's success in your course?" Science/Mathematics faculty felt the current 9.0 grade level reading requirement provided inadequate preparation for S/M course work.

QUESTION 5 asked "If the answer to the above question was 'inadequate,' what reading grade level do you judge to be adequate for a student's success in your course?" Faculty members stated that a 12.0 grade level was the minimum necessary to complete S/M course reading assignments effectively.

QUESTION 6 asked "What role do you see the DSP Reading course playing in the articulation between your course and it? In other words, how can the reading course be a greater help to you and your students?" Faculty members indicated that use of content area reading selections might motivate students to learn more effectively. Knowing Latin and Greek word roots would be especially helpful in Anatomy and Physiology, Biology, and Microbiology. Studying selected scientific terminology would also prove helpful.

QUESTION 7 asked "What are the essential components of a passing paper or writing assignment in your class?" Students definitely need to write their papers using complete, coherent sentences. This applies to the formal laboratory reports required in such courses as Biology and Chemistry.

QUESTION 8 asked "Must a student have good speaking ability to succeed in your course?" Faculty indicated some need to speak effectively, depending on the potential working environment. Those students entering production environments, such as industrial laboratories, would not require the same speaking abilities as those entering environments requiring consistent interpersonal communication.

QUESTION 9 asked "What basic mathematics skills are necessary for success in your course?" Faculty stressed the need for strong mathematical abilities, especially in the use of decimals, percentages, exponents, set theory, and graphing.

QUESTION 10 asked "If you feel a responsibility to strengthen your students' basic skills, what skills do you work on most frequently? Why?" Several faculty noted such area as test-taking, logic, note-taking, and study skills.

The BSAT/Science/Mathematics Division meeting was then adjourned.

eme

Distribution: Ann Flamm
Neal Norris
Isabel Pollock
Bruce Stanley
Ivan Torres
Gene Wilkins
Sylvia Wolff
John DeVere
Drew Lapinski
Bob Phipps
Andy Skitko
Susan Swartz
Dick Zarilla
Brian Schneider
Jill Miller

Appendix D: The Basic Skills Articulation Survey

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985

Section One: Basic Skills Articulation

Instructions: Please indicate your response to each of the following skills by circling the appropriate letters in the Response Columns (A-E). If you do not understand the skill, please circle no options in that line.

A. Indicate those skills which are irrelevant or inapplicable in most courses you teach.

B. Indicate those skills you believe are desirable for doing well in those work worlds with which you are most familiar.

C. Indicate those skills you believe are desirable for doing well in college generally.

D. Indicate those skills you believe are desirable for doing well in most courses you teach.

E. Indicate those skills necessary for survival in most courses you teach.

Reading: Ability to	Responses
1. use pronunciation guide in the dictionary	A B C D E
2. review, mark, and take notes from textbooks	A B C D E
3. develop vocabulary through its use in a specific context	A B C D E
4. develop vocabulary through knowledge of roots, prefixes, and suffixes	A B C D E
5. develop vocabulary through the ability to choose another appropriate word that fits	A B C D E
6. identify main idea in a reading	A B C D E
7. identify the details that develop an idea	A B C D E
8. draw conclusions from a reading	A B C D E
9. ask appropriate questions of a reading ranging from direct recall to evaluation and synthesis	A B C D E
10. vary reading rate according to complexity of material and assignment's purpose	A B C D E
Writing: Ability to	
11. produce sentences that have variety (not all the same type and length)	A B C D E
12. compose paragraphs (with unifying idea and relevant development)	A B C D E

Writing (continued) — Responses

13. report facts only, refraining from any judgment or interpretation---------- A B C D E

14. interpret or judge facts and ideas (explain or evaluate)--------- A B C D E

15. prove, argue or persuade using standards of logic---------- A B C D E

16. express personal experiences, impressions, or opinions---------- A B C D E

17. write research paper (with bibliography and citation/ footnoting)---------- A B C D E

18. revise writings (rethinking, refocusing, reorganizing, rewriting)---------- A B C D E

19. edit writings (for grammar; for concise, precise, and appropriate word choice)---------- A B C D E

20. proofread (for spelling, punctuation, and mechanics)---------- A B C D E

Mathematics: Ability to

21. add, subtract, multiply, divide whole numbers, fractions, and decimals---------- A B C D E

22. add, subtract, multiply, divide signed numbers; solve equations; polynomials---------- A B C D E

23. recognize basic geometric figures, formulas, and Euclidean geometry---------- A B C D E

24. solve verbal problems---------- A B C D E

25. use active speaking and listening partners in problem-solving---------- A B C D E

26. use the computer keyboard, understand commands, and insert disks ---------- A B C D E

27. use a computer language to write programs applicable to course content---------- A B C D E

28. calculate mean, median, mode, and standard deviation---------- A B C D E

29. use the calculator as a learning tool to solve mathematical problems---------- A B C D E

30. apply mathematical formulas in practical settings---------- A B C D E

Study Skills: Ability to

31. use basic spelling rules---------- A B C D E

32. use test-taking strategies for objective tests---------- A B C D E

Study Skills (continued)	Responses
33. prepare for writing an essay exam	A B C D E
34. use the card catalog, stacks, reference section, and periodical area	A B C D E
35. take effective classroom notes and increase listening efficiency	A B C D E
36. rank order and make the best use of available time	A B C D E
37. use strategies to remember effectively	A B C D E
38. use the dictionary (for spelling, definitions, pronunciation, etymology, syllabification)	A B C D E
39. note relationship between chapter headings and subheadings	A B C D E
40. reduce a large quantity of information to its most important points	A B C D E
Personal Development: Ability to	
41. define career goals clearly	A B C D E
42. use specific techniques to cope with stress	A B C D E
43. develop awareness of personal capabilities	A B C D E
44. develop a well-defined values system (one which can sustain exposure to alternative values)	A B C D E
45. tolerate ambiguity and multiple options	A B C D E
46. work cooperatively in groups	A B C D E
47. develop refined interpersonal skills	A B C D E
48. make personal decisions	A B C D E
49. study independently	A B C D E
50. develop self-confidence and self-esteem	A B C D E

Section Two: Course Articulation

Instructions: Please indicate your response to each of the following courses by circling the appropriate letters in the Response Columns (A-J).

A. Indicate all courses you have taught, are teaching, or plan to teach soon.

For B through G, indicate any course circled in column A that requires little or no use of:

B. Basic Reading Skills

C. Basic Writing Skills

D. Basic Mathematics Skills

E. Basic Speaking Skills

F. Basic Study Skills

G. Basic Personal Development Skills

H. Indicate any course in which you grade mainly on the basis of objective testing measures (true-false, multiple choice, fill-in-the-blank).

I. Indicate any course in which you grade mainly on the basis of written testing measures (any writing, in-class or out, requiring a full sentence or more, such as papers, essays, compositions, reports, reviews)

J. Indicate any course in which you feel held back from covering as much as you would like because students are deficient in basic skills.

Section Two (Continued)

Behavioral Science/Public Service

	Courses		Responses									
1.	BS 101	DSP Personal Development----------	A	B	C	D	E	F	G	H	I	J
2.	BS 102	Prin. of Career Choice & Dev.----------	A	B	C	D	E	F	G	H	I	J
3.	BS 111	Hist. of the United States I----------	A	B	C	D	E	F	G	H	I	J
4.	BS 112	Hist. of the United States II----------	A	B	C	D	E	F	G	H	I	J
5.	BS 113	Western Civilization to 1600----------	A	B	C	D	E	F	G	H	I	J
6.	BS 114	Western Civilization 1600-1945----------	A	B	C	D	E	F	G	H	I	J
7.	BS 115	Intro. to Contemporary History----------	A	B	C	D	E	F	G	H	I	J
8.	BS 131	Individual and Society----------	A	B	C	D	E	F	G	H	I	J
9.	BS 132	American Government----------	A	B	C	D	E	F	G	H	I	J
10.	BS 133	State and Local Government----------	A	B	C	D	E	F	G	H	I	J
11.	BS 134	General Psychology----------	A	B	C	D	E	F	G	H	I	J
12.	BS 135	Sociology----------	A	B	C	D	E	F	G	H	I	J
13.	BS 136	Intro. to Anthropology----------	A	B	C	D	E	F	G	H	I	J
14.	BS 138	Abnormal Psychology----------	A	B	C	D	E	F	G	H	I	J
15.	BS 233	Social Psychology----------	A	B	C	D	E	F	G	H	I	J
16.	BS 234	The Family----------	A	B	C	D	E	F	G	H	I	J
17.	BS 235	Sociology of Gender----------	A	B	C	D	E	F	G	H	I	J
18.	PS 111	Intro. to Human Services----------	A	B	C	D	E	F	G	H	I	J
19.	PS 112	Interpersonal Rel. and Communications-------	A	B	C	D	E	F	G	H	I	J
20.	PS 113	Organizational Behavior----------	A	B	C	D	E	F	G	H	I	J
21.	PS 114	Exceptional Child----------	A	B	C	D	E	F	G	H	I	J
22.	PS 115	Services Interviewing----------	A	B	C	D	E	F	G	H	I	J
23.	PS 121	Arts and Crafts----------	A	B	C	D	E	F	G	H	I	J
24.	PS 122	Observation and Inter. of Child Behavior----	A	B	C	D	E	F	G	H	I	J
25.	PS 123	Intro. to Early Childhood Education---------	A	B	C	D	E	F	G	H	I	J
26.	BS 125	Language Arts for Early Childhood----------	A	B	C	D	E	F	G	H	I	J
27.	BS 143	The Judicial Process----------	A	B	C	D	E	F	G	H	I	J
28.	PS 211	Child Psychology----------	A	B	C	D	E	F	G	H	I	J
29.	PS 212	Adolescent Psychology----------	A	B	C	D	E	F	G	H	I	J
30.	PS 213	Social Problems----------	A	B	C	D	E	F	G	H	I	J
31.	PS 215	Mental Health----------	A	B	C	D	E	F	G	H	I	J
32.	PS 217	Psychology of Adulthood and Aging----------	A	B	C	D	E	F	G	H	I	J
33.	PS 218	Fieldwork in Social Work/Mental Health------	A	B	C	D	E	F	G	H	I	J
34.	PS 219	Behavior Modification----------	A	B	C	D	E	F	G	H	I	J
35.	PS 221	Child Devel. Curri. and Inst. Materials-----	A	B	C	D	E	F	G	H	I	J
36.	PS 222	Practicum in Early Childhood----------	A	B	C	D	E	F	G	H	I	J
37.	PS 245	Criminology----------	A	B	C	D	E	F	G	H	I	J
38.	PS 247	Drugs and Alcohol in Amer. Society----------	A	B	C	D	E	F	G	H	I	J
39.	PS 252	Fieldwork in Gerontology----------	A	B	C	D	E	F	G	H	I	J

Section Two (Continued)

Humanities

	Courses		Responses									
1.	HU 101	DSP Writing----------	A	B	C	D	E	F	G	H	I	J
2.	HU 102	DSP Reading----------	A	B	C	D	E	F	G	H	I	J
3.	HU 103	DSP Study Skills----------	A	B	C	D	E	F	G	H	I	J
4.	HU 104	ESL I----------	A	B	C	D	E	F	G	H	I	J
5.	HU 105	ESL II----------	A	B	C	D	E	F	G	H	I	J
6.	HU 106	ESL III----------	A	B	C	D	E	F	G	H	I	J
7.	HU 107	ESL IV (Advanced)----------	A	B	C	D	E	F	G	H	I	J
8.	HU 111	Intro. to Drawing----------	A	B	C	D	E	F	G	H	I	J
9.	HU 112	Painting----------	A	B	C	D	E	F	G	H	I	J
10.	HU 113	Art History I----------	A	B	C	D	E	F	G	H	I	J
11.	HU 114	Art History II----------	A	B	C	D	E	F	G	H	I	J
12.	HU 121	English Composition----------	A	B	C	D	E	F	G	H	I	J
13.	HU 122	Comp. and Lit.----------	A	B	C	D	E	F	G	H	I	J
14.	HU 123	Technical Writing----------	A	B	C	D	E	F	G	H	I	J
15.	HU 124	Fund.of Speech----------	A	B	C	D	E	F	G	H	I	J
16.	HU 125	Advanced Reading----------	A	B	C	D	E	F	G	H	I	J
17.	HU 211	Art Appreciation----------	A	B	C	D	E	F	G	H	I	J
18.	HU 212	Music Appreciation----------	A	B	C	D	E	F	G	H	I	J
19.	HU 213	Intro. to Philosophy----------	A	B	C	D	E	F	G	H	I	J
20.	HU 214	Intro. to Drama----------	A	B	C	D	E	F	G	H	I	J
21.	HU 221	World Literature I----------	A	B	C	D	E	F	G	H	I	J
22.	HU 222	World Literature II----------	A	B	C	D	E	F	G	H	I	J
23.	HU 223	American Literature I----------	A	B	C	D	E	F	G	H	I	J
24.	HU 224	American Literature II----------	A	B	C	D	E	F	G	H	I	J
25.	HU 225	Modern American Literature----------	A	B	C	D	E	F	G	H	I	J
26.	HU 226	History of the Film----------	A	B	C	D	E	F	G	H	I	J

Section Two (Continued)

Health Services

	Courses		Responses
1.	HS 114	General Physics for the Health Services---	A B C D E F G H I J
2.	HS 121	Analytical Chemistry----------	A B C D E F G H I J
3.	HS 122	Organic Chemistry----------	A B C D E F G H I J
4.	HS 123	Instrumental Analysis----------	A B C D E F G H I J
5.	HS 124	Med. Lab Tech. I----------	A B C D E F G H I J
6.	HS 125	Med. Lab. Tech. II----------	A B C D E F G H I J
7.	HS 126	Clinical Hematology----------	A B C D E F G H I J
8.	HS 127	Clinical Chemistry----------	A B C D E F G H I J
9.	HS 128	Clinical Urinalysis----------	A B C D E F G H I J
10.	HS 129	Clinical Blood Bank. and Immunology-------	A B C D E F G H I J
11.	HS 141	Nursing I----------	A B C D E F G H I J
12.	HS 142	Nursing II----------	A B C D E F G H I J
13.	HS 143	Nursing III----------	A B C D E F G H I J
14.	HS 221	Bio-Organic Chemistry----------	A B C D E F G H I J
15.	HS 223	Med. Lab. Tech. III----------	A B C D E F G H I J
16.	HS 226	Clinical Microbiology----------	A B C D E F G H I J
17.	HS 227	Clinical Coagulation----------	A B C D E F G H I J
18.	HS 228	Clinical Serology----------	A B C D E F G H I J
19.	HS 241	Nursing IV----------	A B C D E F G H I J
20.	HS 242	Nursing V----------	A B C D E F G H I J
21.	HS 243	Nursing VI----------	A B C D E F G H I J

Science/Mathematics

	Courses		Responses
1.	SM 101	DSP Mathematics----------	A B C D E F G H I J
2.	SM 111	Elementary Algebra----------	A B C D E F G H I J
3.	SM 112	Found. of Math----------	A B C D E F G H I J
4.	SM 114	College Algebra----------	A B C D E F G H I J
5.	SM 115	Trigonometry----------	A B C D E F G H I J
6.	SM 116	Precalculus----------	A B C D E F G H I J
7.	SM 117	Intermediate Algebra----------	A B C D E F G H I J
8.	SM 121	Man and the Biosphere----------	A B C D E F G H I J
9.	SM 122	Biology I----------	A B C D E F G H I J
10.	SM 123	Biology II----------	A B C D E F G H I J
11.	SM 124	Botany----------	A B C D E F G H I J
12.	SM 125	Anatomy and Physiology----------	A B C D E F G H I J
13.	SM 126	Principles of Chemistry----------	A B C D E F G H I J
14.	SM 127	Chemistry I----------	A B C D E F G H I J
15.	SM 128	Chemistry II----------	A B C D E F G H I J
16.	SM 131	Lab. Automation----------	A B C D E F G H I J
17.	SM 141	Scientific Terminology----------	A B C D E F G H I J
18.	SM 211	Calculus I----------	A B C D E F G H I J
19.	SM 212	Statistics----------	A B C D E F G H I J
20.	SM 213	FORTRAN 77----------	A B C D E F G H I J
21.	SM 221	The Visible Universe----------	A B C D E F G H I J
22.	SM 223	Microbiology----------	A B C D E F G H I J
23.	SM 226	Physics I----------	A B C D E F G H I J
24.	SM 227	Physics II----------	A B C D E F G H I J

Section Two (Continued)

Business

	Courses		Responses									
1.	BU 111	Intro. to Business	A	B	C	D	E	F	G	H	I	J
2.	BU 112	Prin. of Management	A	B	C	D	E	F	G	H	I	J
3.	BU 113	Business Math	A	B	C	D	E	F	G	H	I	J
4.	BU 114	Funds. of Data Processing	A	B	C	D	E	F	G	H	I	J
5.	BU 115	Macroeconomics	A	B	C	D	E	F	G	H	I	J
6.	BU 116	Microeconomics	A	B	C	D	E	F	G	H	I	J
7.	BU 130	Spec. Typewriting Applications	A	B	C	D	E	F	G	H	I	J
8.	BU 131	Fund. of Typewriting	A	B	C	D	E	F	G	H	I	J
9.	BU 132	Shorthand Theory	A	B	C	D	E	F	G	H	I	J
10.	BU 133	Business Communications	A	B	C	D	E	F	G	H	I	J
11.	BU 134	Typewriting Applications	A	B	C	D	E	F	G	H	I	J
12.	BU 135	Shorthand Speed. and Trans.	A	B	C	D	E	F	G	H	I	J
13.	BU 138	Advanced Shorthand Trans.	A	B	C	D	E	F	G	H	I	J
14.	BU 139	Secretarial Procedures	A	B	C	D	E	F	G	H	I	J
15.	BU 141	COBOL I	A	B	C	D	E	F	G	H	I	J
16.	BU 142	COBOL II	A	B	C	D	E	F	G	H	I	J
17.	BU 151	Machine Transcription	A	B	C	D	E	F	G	H	I	J
18.	BU 201	Intermediate Accounting I	A	B	C	D	E	F	G	H	I	J
19.	BU 202	Inter. Accounting II	A	B	C	D	E	F	G	H	I	J
20.	BU 203	Cost Accounting	A	B	C	D	E	F	G	H	I	J
21.	BU 213	Prin. of Marketing	A	B	C	D	E	F	G	H	I	J
22.	BU 214	Business Law	A	B	C	D	E	F	G	H	I	J
23.	BU 215	Prin. of Accounting I	A	B	C	D	E	F	G	H	I	J
24.	BU 216	Prin. of Accounting II	A	B	C	D	E	F	G	H	I	J
25.	BU 217	Advanced Accounting	A	B	C	D	E	F	G	H	I	J
26.	BU 218	Federal Taxes	A	B	C	D	E	F	G	H	I	J
27.	BU 219	Auditing	A	B	C	D	E	F	G	H	I	J
28.	BU 221	Personnel Management	A	B	C	D	E	F	G	H	I	J
29.	BU 222	Supervisory Management	A	B	C	D	E	F	G	H	I	J
30.	BU 223	Plant Layout	A	B	C	D	E	F	G	H	I	J
31.	BU 224	Wage and Salary Admin.	A	B	C	D	E	F	G	H	I	J
32.	BU 225	Production Control	A	B	C	D	E	F	G	H	I	J
33.	BU 226	Methods and Time Study	A	B	C	D	E	F	G	H	I	J
34.	BU 230	Legal Terminology	A	B	C	D	E	F	G	H	I	J
35.	BU 231	Medical Terminology	A	B	C	D	E	F	G	H	I	J
36.	BU 232	Admin. Office Management	A	B	C	D	E	F	G	H	I	J
37.	BU 233	Word Processing Systems Appli.	A	B	C	D	E	F	G	H	I	J
38.	BU 234	Executive Dic. and Trans.	A	B	C	D	E	F	G	H	I	J
39.	BU 235	Executive Sec. Procedures	A	B	C	D	E	F	G	H	I	J
40.	BU 236	Legal Dictation and Trans.	A	B	C	D	E	F	G	H	I	J
41.	BU 237	Legal Sec. Procedures	A	B	C	D	E	F	G	H	I	J
42.	BU 238	Med. Dictation and Trans.	A	B	C	D	E	F	G	H	I	J
43.	BU 239	Medical Sec. Procedures	A	B	C	D	E	F	G	H	I	J
44.	BU 241	RPG II	A	B	C	D	E	F	G	H	I	J
45.	BU 242	Systems Analysis and Design	A	B	C	D	E	F	G	H	I	J
46.	BU 243	Advanced RPG II	A	B	C	D	E	F	G	H	I	J
47.	BU 251	Intro. to Word Processing	A	B	C	D	E	F	G	H	I	J
48.	BU 252	Word Processing Dic. and Trans.	A	B	C	D	E	F	G	H	I	J
49.	BU 253	Word Processing Procedures	A	B	C	D	E	F	G	H	I	J
50.	BU 254	Word Processing Management	A	B	C	D	E	F	G	H	I	J

Section Three: Short-Answer Articulation Questions

Instructions: The following questions require a moment's reflection and a brief written response. Please be specific.

1. Do you believe current placement testing procedures effectively identify and screen from your classes those students who are deficient in basic skills? If yes, why? If no, why?

2. Do you believe the current advisement system uses placement testing data effectively? If yes, why? If no, why?

Section Three (Continued)

3. In what ways do you believe current placement, advisement, and counseling procedures affect student retention?

4. Please list whatever attitudes related to proper college conduct you believe students must have to succeed at Reading Area Community College (e.g., norms concerning study, attendance, assignment due dates, participation, academic honesty, etc.).

Appendix E: Section One Survey Data:
Basic Skills Articulation

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

1. Ability to use pronunciation guide in the dictionary.

Question # 1		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	0	1	2	5
	PT	1	1	1	2	2	7
Response B	FT	3	5	1	4	2	15
	PT	1	0	1	2	0	4
Response C	FT	4	4	3	5	6	22
	PT	3	3	3	3	4	16
Response D	FT	3	3	0	3	1	10
	PT	0	1	0	3	0	4
Response E	FT	3	1	1	2	1	8
	PT	0	0	0	1	0	1
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

2. Ability to review, mark, and take notes from textbooks.

Question # 2		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	0	0	2	4
	PT	0	0	2	1	1	4
Response B	FT	1	2	0	0	0	3
	PT	1	0	1	2	0	4
Response C	FT	3	5	3	6	4	21
	PT	2	3	0	3	3	11
Response D	FT	4	4	0	3	5	26
	PT	3	2	0	3	2	10
Response E	FT	4	2	2	1	3	12
	PT	3	0	3	3	1	10
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

3. Ability to develop vocabulary through its use in a specific context.

Question # 3		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	0	1
	PT	0	0	2	0	1	3
Response B	FT	4	2	1	4	3	14
	PT	2	1	1	4	2	10
Response C	FT	4	4	1	5	6	20
	PT	2	1	1	4	3	11
Response D	FT	5	4	0	2	4	15
	PT	3	2	1	2	1	9
Response E	FT	4	3	3	3	5	18
	PT	1	1	1	5	1	9
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

4. Ability to develop vocabulary through knowledge of roots, prefixes, and suffixes.

Question # 4		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	0	1
	PT	1	1	1	0	2	5
Response B	FT	3	1	0	2	2	8
	PT	0	1	0	3	0	4
Response C	FT	5	2	2	6	6	21
	PT	3	3	4	4	2	16
Response D	FT	4	0	0	3	3	10
	PT	1	1	0	3	1	6
Response E	FT	3	1	3	1	2	10
	PT	0	0	1	1	1	3
TOTAL	FT	5/5	4/5	5/5	6/6	7/8	27/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

5. Ability to develop vocabulary by choosing another appropriate word that fits.

Question # 5		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	1	1	3
	PT	0	1	1	1	2	5
Response B	FT	3	2	1	2	2	10
	PT	3	1	1	2	0	7
Response C	FT	4	0	3	4	5	16
	PT	3	2	3	3	3	14
Response D	FT	5	1	1	3	1	11
	PT	2	1	1	2	0	6
Response E	FT	3	0	0	1	1	5
	PT	0	0	0	2	1	3
TOTAL	FT	5/5	4/5	5/5	6/6	7/8	27/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

6. Ability to identify the main idea in a reading.

Question # 6		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	1	2
	PT	0	0	2	1	1	4
Response B	FT	4	2	0	4	1	11
	PT	2	1	0	3	1	7
Response C	FT	4	4	2	6	6	22
	PT	2	3	2	4	1	12
Response D	FT	5	3	1	6	4	19
	PT	2	1	1	3	2	9
Response E	FT	4	4	2	5	4	19
	PT	4	1	1	3	4	13
TOTAL		5/5	5/5	5/5	6/6	8/8	29/29
		4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

7. Ability to identify the details that develop an idea.

Question # 7		BS/PS	BU	NS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	2	3
	PT	0	1	1	1	1	4
Response B	FT	3	2	0	5	2	12
	PT	2	0	1	3	1	7
Response C	FT	5	4	3	6	4	22
	PT	2	3	2	4	2	13
Response D	FT	4	2	2	6	3	17
	PT	2	1	2	3	2	10
Response E	FT	4	3	0	4	5	16
	PT	4	0	0	4	2	10
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

8. Ability to draw conclusions from a reading.

Question # B		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	1	2
	PT	0	0	2	1	1	4
Response B	FT	4	3	0	3	1	11
	PT	2	0	1	4	1	8
Response C	FT	4	4	2	6	5	21
	PT	2	2	1	4	2	11
Response D	FT	5	2	0	5	2	14
	PT	1	1	1	3	2	8
Response E	FT	4	3	3	4	3	17
	PT	4	1	1	3	3	12
TOTAL	FT	5/5	5/5	5/5	6/6	7/8	28/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

9. Ability to ask appropriate questions of a reading from direct recall to evaluation and synthesis.

Question # 9		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	3	4
	PT	0	0	0	1	0	1
Response B	FT	3	3	0	2	1	9
	PT	2	0	2	3	1	8
Response C	FT	4	4	2	6	3	19
	PT	2	3	2	4	2	13
Response D	FT	5	4	1	4	1	15
	PT	3	0	1	3	3	10
Response E	FT	3	2	2	4	6	17
	PT	3	1	1	3	2	10
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Reading

10. Ability to vary reading rate according to complexity of material and assignment's purpose.

Question # 10		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	3	4
	PT	0	0	1	0	1	2
Response B	FT	3	2	0	4	1	10
	PT	1	0	1	4	1	7
Response C	FT	4	5	2	6	3	20
	PT	2	1	1	5	1	10
Response D	FT	4	3	1	5	1	14
	PT	2	3	1	2	3	11
Response E	FT	2	1	2	3	6	14
	PT	2	1	2	2	1	8
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

11. Ability to produce sentences that have variety (not all the same type and length).

Question # 11		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	3	4
	PT	0	0	0	1	3	4
Response B	FT	4	2	1	3	3	13
	PT	2	1	1	4	2	10
Response C	FT	4	2	3	4	5	18
	PT	2	3	3	4	2	14
Response D	FT	5	2	1	6	3	17
	PT	3	2	2	3	0	10
Response E	FT	1	2	0	3	3	9
	PT	0	0	0	2	1	3
TOTAL	FT	5/5	4/5	5/5	6/6	8/8	28/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

12. Ability to compose paragraphs (with unifying idea and relevant development).

Question # 12		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	2	3
	PT	0	0	1	1	2	4
Response B	FT	4	2	0	4	3	13
	PT	3	1	1	4	2	11
Response C	FT	4	2	4	5	6	21
	PT	2	2	2	4	3	13
Response D	FT	5	2	1	5	2	15
	PT	3	3	1	3	0	10
Response E	FT	3	2	0	4	4	13
	PT	2	0	1	3	1	7
TOTAL	FT	5/5	4/5	5/5	6/6	8/8	28/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

13. Ability to report facts only, refraining from any judgment or interpretation.

Question # 13		BS/PS	BU	HS	HU	S/H	TOTAL
Response A	FT	0	1	1	0	1	3
	PT	2	0	2	1	2	7
Response B	FT	3	3	2	5	2	15
	PT	3	1	1	2	2	9
Response C	FT	3	2	0	5	4	14
	PT	2	3	0	4	0	11
Response D	FT	3	1	1	4	4	13
	PT	0	0	2	2	2	6
Response E	FT	4	0	2	2	2	10
	PT	0	0	1	0	0	1
TOTAL	FT	5/5	4/5	5/5	6/6	8/8	28/29
	PT	4/4	3/4	6/6	5/5	4/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

14. Ability to interpret or judge facts and ideas (explain or evaluate).

Question # 14		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	0	1
	PT	0	0	1	1	1	3
Response B	FT	4	3	3	5	2	17
	PT	2	1	2	3	2	10
Response C	FT	4	4	0	5	6	19
	PT	2	3	0	2	3	10
Response D	FT	4	2	1	4	3	14
	PT	2	1	3	3	2	11
Response E	FT	4	2	2	5	4	17
	PT	3	0	0	3	2	8
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

15. Ability to prove, argue, or persuade using standard of logic.

Question # 15		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	4	1	0	2	7
	PT	0	0	0	0	1	1
Response B	FT	4	2	0	5	1	12
	PT	3	1	2	4	2	12
Response C	FT	4	1	2	5	7	19
	PT	2	3	2	3	4	14
Response D	FT	4	1	2	5	3	15
	PT	2	1	2	3	2	10
Response E	FT	1	2	0	2	4	9
	PT	1	0	0	1	0	2
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

16. Ability to express personal experiences, impressions, or opinions.

Question # 16		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	2	1	1	3	7
	PT	0	0	1	0	1	2
Response B	FT	4	2	0	4	1	11
	PT	1	0	0	2	1	4
Response C	FT	4	4	3	5	6	22
	PT	3	3	1	3	3	13
Response D	FT	5	3	1	4	2	15
	PT	2	1	3	3	0	9
Response E	FT	4	1	0	2	1	8
	PT	3	0	1	3	1	8
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

17. Ability to write research paper (with bibliography and citation/footnoting).

Question # 17		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	3	1	0	3	7
	PT	1	2	1	1	1	6
Response B	FT	2	2	0	1	1	6
	PT	0	0	1	1	2	4
Response C	FT	4	3	2	6	7	22
	PT	3	3	1	4	4	15
Response D	FT	4	3	2	4	4	17
	PT	1	0	2	2	1	6
Response E	FT	1	1	0	2	1	5
	PT	2	0	0	3	2	7
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

18. Ability to revise writings (rethinking, refocusing, reorganizing, rewriting).

Question # 18		BS/PS	BU	HS	HU	S/H	TOTAL
Response A	FT	0	2	1	0	3	6
	PT	0	1	1	1	1	4
Response B	FT	5	2	0	4	1	12
	PT	1	0	1	3	3	8
Response C	FT	4	3	3	6	7	23
	PT	3	3	1	4	2	13
Response D	FT	4	1	1	4	2	12
	PT	2	0	2	3	1	8
Response E	FT	2	2	0	2	1	7
	PT	0	1	0	3	1	5
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/5	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

19. Ability to edit writings (for grammar; for concise, precise, and appropriate word choice.

Question # 19		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	0	1	0	2	3
	PT	0	0	2	1	3	6
Response B	FT	5	2	0	5	1	13
	PT	2	1	0	3	3	9
Response C	FT	4	3	3	6	7	23
	PT	3	1	1	4	2	11
Response D	FT	4	2	1	5	4	16
	PT	1	2	2	3	0	8
Response E	FT	3	2	0	3	1	9
	PT	0	2	0	3	1	6
TOTAL	FT	5/5	4/5	5/5	6/6	8/8	28/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Writing

20. Ability to proofread (for spelling; punctuation, and mechanics).

Question # 20		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	0	2	3
	PT	0	0	2	1	2	5
Response B	FT	4	3	0	5	1	13
	PT	3	1	0	3	4	11
Response C	FT	4	4	3	6	7	24
	PT	3	1	1	4	2	11
Response D	FT	5	3	2	6	3	19
	PT	2	1	2	3	0	8
Response E	FT	2	3	0	4	3	12
	PT	1	3	0	3	1	8
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

21. Ability to add, subtract, multiply, divide whole numbers, fractions, and decimals.

Question # 21		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	0	4	1	7
	PT	2	1	1	2	1	7
Response B	FT	5	3	1	3	5	17
	PT	3	1	0	3	2	9
Response C	FT	4	4	3	3	4	18
	PT	2	3	0	5	2	12
Response D	FT	2	2	0	1	5	10
	PT	1	1	2	0	3	7
Response E	FT	1	3	3	0	5	12
	PT	1	0	2	0	3	6
TOTAL	FT	5/5	5/5	5/5	6/6	5/5	29/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

22. Ability to add, subtract, multiply, divide signed numbers; solve equations; polynomials.

Question # 22		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	3	1	1	5	0	10
	PT	3	2	0	3	0	8
Response B	FT	2	1	1	0	4	8
	PT	2	0	1	2	2	7
Response C	FT	2	2	2	2	4	12
	PT	2	3	0	4	2	11
Response D	FT	1	0	0	0	4	5
	PT	1	0	2	0	2	5
Response E	FT	1	2	3	0	3	9
	PT	0	0	2	0	4	6
TOTAL	FT	5/5	4/5	5/5	5/6	8/8	27/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

23. Ability to recognize basic geometric figures, formulas, and Euclidean geometry.

Question # 23		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	2	2	2	5	2	13
	PT	4	2	1	4	2	13
Response B	FT	1	1	0	1	3	6
	PT	0	0	1	1	2	4
Response C	FT	2	1	2	1	5	11
	PT	2	3	1	4	1	11
Response D	FT	1	0	0	0	3	4
	PT	0	0	0	0	2	2
Response E	FT	0	0	0	0	1	1
	PT	0	0	1	0	2	3
TOTAL	FT	4/5	4/5	4/5	6/6	8/8	26/29
	PT	4/4	4/4	4/6	5/5	5/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

24. Ability to solve verbal problems.

Question # 24		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	1	0	4	1	6
	PT	0	2	0	3	1	6
Response B	FT	5	4	0	3	4	16
	PT	3	1	1	3	2	10
Response C	FT	3	4	4	3	6	20
	PT	2	2	0	5	2	11
Response D	FT	2	2	1	1	4	10
	PT	2	0	2	1	2	7
Response E	FT	0	3	1	0	3	7
	PT	1	0	2	1	4	8
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

25. Ability to use active speaking and listening partners in problem-solving.

Question # 25		BS/PS	BU	NS	HU	S/M	TOTAL
Response A	FT	0	2	1	3	3	9
	PT	1	2	1	3	1	8
Response B	FT	4	3	1	2	1	11
	PT	2	0	0	3	1	6
Response C	FT	3	3	1	1	5	13
	PT	3	2	0	4	2	11
Response D	FT	2	1	1	2	2	8
	PT	1	0	1	1	2	5
Response E	FT	2	1	1	1	1	6
	PT	1	0	3	2	2	8
TOTAL	FT	5/5	5/5	5/5	5/6	7/8	27/29
	PT	4/4	3/4	5/6	5/5	5/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

26. Ability to use the computer keyboard, understand commands, and insert disks.

Question # 26		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	3	0	3	2	2	10
	PT	2	1	1	3	1	8
Response B	FT	2	3	1	4	3	13
	PT	1	1	0	2	1	5
Response C	FT	3	3	1	5	6	18
	PT	1	2	3	3	3	12
Response D	FT	2	1	1	1	4	9
	PT	0	0	0	1	1	2
Response E	FT	0	2	0	1	2	5
	PT	0	1	1	0	0	2
TOTAL	FT	5/5	4/5	5/5	6/6	8/8	28/29
	PT	4/4	4/4	5/6	5/5	4/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

27. Ability to use a computer language to write programs applicable to course content.

Question # 27		BS/PS	BU	MS	MU	S/M	TOTAL
Response A	FT	4	3	5	4	5	21
	PT	3	2	2	4	4	15
Response B	FT	0	0	0	0	1	1
	PT	0	1	0	1	0	2
Response C	FT	0	0	0	0	4	4
	PT	1	1	2	2	1	7
Response D	FT	0	0	0	0	0	0
	PT	0	0	1	0	0	1
Response E	FT	0	1	0	0	0	1
	PT	0	1	0	0	0	1
TOTAL	FT	4/5	4/5	5/5	4/6	8/8	25/29
	PT	4/4	4/4	5/6	5/5	4/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

28. Ability to calculate mean, median, mode, and standard deviation.

Question # 28		BS/PS	BU	HS	HU	S/H	TOTAL
Response A	FT	1	0	2	1	2	10
	PT	3	3	1	4	2	13
Response B	FT	2	3	1	5	3	9
	PT	1	0	0	1	2	4
Response C	FT	3	2	1	0	3	9
	PT	1	1	2	4	1	9
Response D	FT	3	1	1	0	3	8
	PT	0	1	1	0	2	4
Response E	FT	0	0	1	0	2	3
	PT	0	0	1	0	0	1
TOTAL	FT	5/5	4/5	5/5	5/6	8/8	27/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

29. Ability to use a calculator as a learning tool to solve mathematical problems.

Question # 29		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	3	1	1	4	0	9
	PT	2	2	0	4	1	9
Response B	FT	2	3	1	2	4	[illegible]
	PT	0	0	0	3	0	3
Response C	FT	3	4	2	3	5	17
	PT	3	2	2	5	3	15
Response D	FT	2	1	2	0	4	9
	PT	1	1	2	0	2	6
Response E	FT	0	3	1	0	2	6
	PT	0	0	1	0	1	2
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/6	5/5	4/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Mathematics

30. Ability to apply mathematical formulas in practical settings.

Question # 30		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	0	4	0	6
	PT	2	2	0	3	0	7
Response B	FT	3	4	2	3	3	15
	PT	2	0	0	3	2	7
Response C	FT	3	5	2	2	5	17
	PT	3	2	1	5	3	14
Response D	FT	0	1	2	0	6	9
	PT	1	0	2	0	4	7
Response E	FT	0	2	1	0	5	8
	PT	1	0	2	0	2	5
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	3/4	5/6	5/5	5/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

31. Ability to use basic spelling rules.

Question # 31		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	0	2	0	1	2	5
	PT	0	0	1	1	1	3
Response B	FT	5	3	1	5	2	16
	PT	3	1	1	3	2	10
Response C	FT	4	3	3	5	6	21
	PT	2	3	0	4	4	13
Response D	FT	4	2	1	4	2	13
	PT	3	0	2	3	0	8
Response E	FT	3	3	2	3	4	15
	PT	0	2	2	3	1	8
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

32. Ability to use test-taking strategies for objective tests.

Question # 32		BS/PS	BU	IIS	IIU	S/M	TOTAL
Response A	FT	1	1	0	2	3	7
	PT	1	0	1	1	2	5
Response B	FT	3	2	1	0	1	7
	PT	0	0	0	0	0	0
Response C	FT	4	4	2	6	4	20
	PT	2	2	0	4	2	10
Response D	FT	3	4	0	3	3	13
	PT	2	2	1	1	0	6
Response E	FT	3	2	4	2	4	15
	PT	2	1	3	0	2	8
TOTAL	FT	5/5	5/5	5/5	6/6	7/8	28/29
	PT	4/4	4/4	5/6	4/5	5/5	22/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

33. Ability to prepare for writing an essay exam.

Question # 33		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	2	2	2	0	3	9
	PT	1	1	0	0	1	3
Response B	FT	2	2	1	0	1	6
	PT	0	0	0	3	0	3
Response C	FT	4	4	2	6	5	21
	PT	2	4	4	5	5	20
Response D	FT	3	1	0	5	3	12
	PT	2	0	0	3	0	5
Response E	FT	4	1	1	3	2	11
	PT	1	0	1	2	0	4
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

34. Ability to use the card catalog, stacks, reference section, and periodical area.

Question # 34		BS/PS	BU	NS	NU	S/M	TOTAL
Response A	FT	1	2	0	0	1	4
	PT	0	1	1	0	1	3
Response B	FT	2	4	0	2	1	9
	PT	0	0	1	3	1	5
Response C	FT	4	4	4	6	7	25
	PT	3	4	0	5	4	16
Response D	FT	4	3	2	5	4	18
	PT	3	0	0	3	1	7
Response E	FT	4	1	0	4	1	10
	PT	0	0	3	2	2	7
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	5/6	5/5	5/5	23/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

35. Ability to take effective classroom notes and increase listening efficiency.

Question # 35		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	1	1	2	6
	PT	1	1	2	1	2	7
Response B	FT	2	2	0	1	1	6
	PT	1	0	0	3	1	5
Response C	FT	4	4	1	5	6	20
	PT	2	0	0	4	2	8
Response D	FT	4	3	1	5	3	16
	PT	1	1	0	3	2	7
Response E	FT	4	3	3	3	3	16
	PT	3	3	4	5	5	20
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

36. Ability to rank order and make the best use of available time.

Question # 36		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	1	0	3	6
	PT	0	0	2	1	1	4
Response B	FT	4	4	0	6	1	15
	PT	1	1	0	3	2	7
Response C	FT	4	4	0	6	5	19
	PT	3	2	0	4	2	11
Response D	FT	4	2	0	5	2	13
	PT	2	0	1	3	1	7
Response E	FT	3	4	5	5	4	21
	PT	2	3	3	2	4	14
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

37. Ability to use strategies to remember effectively.

Question # 37		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	1	0	2	5
	PT	0	0	2	2	3	7
Response B	FT	5	4	0	5	1	15
	PT	2	1	0	3	0	6
Response C	FT	4	5	1	6	5	21
	PT	3	2	1	4	1	11
Response D	FT	3	2	0	6	3	14
	PT	2	1	1	2	1	7
Response E	FT	4	3	4	4	5	20
	PT	1	2	2	2	4	11
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

38. Ability to use the dictionary (for spelling, definitions, pronunciation, etymology, syllabification).

Question # 38		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	1	0	1	4
	PT	0	0	2	2	1	5
Response B	FT	4	4	0	4	1	13
	PT	2	1	0	2	2	7
Response C	FT	4	4	2	6	7	23
	PT	3	3	1	3	4	14
Response D	FT	2	2	0	6	3	13
	PT	1	0	1	3	1	6
Response E	FT	3	3	3	4	1	14
	PT	2	2	2	3	2	11
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

39. Ability to note relationship between chapter headings and subheadings.

Question # 39		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	1	0	2	5
	PT	0	0	0	2	1	3
Response B	FT	3	2	0	0	1	6
	PT	0	0	1	2	0	3
Response C	FT	4	4	3	6	4	21
	PT	3	3	2	3	3	14
Response D	FT	3	4	1	3	4	15
	PT	2	2	1	3	2	10
Response E	FT	3	1	1	1	3	9
	PT	1	0	2	2	1	6
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section One: Basic Skills Articulation

Study Skills

40. Ability to reduce a large quantity of information to its most important points.

Question # 40		BS/PS	BU	HS	HU	S/M	TOTAL
Response A	FT	1	1	0	0	2	4
	PT	1	0	1	1	0	3
Response B	FT	5	3	1	5	1	15
	PT	1	0	1	3	2	7
Response C	FT	4	4	1	6	5	20
	PT	2	2	0	4	4	12
Response D	FT	3	2	1	5	4	15
	PT	1	1	2	3	4	11
Response E	FT	4	3	4	5	6	22
	PT	3	2	2	4	2	13
TOTAL	FT	5/5	5/5	5/5	6/6	8/8	29/29
	PT	4/4	4/4	6/6	5/5	5/5	24/24

Section F: Section Two Survey Data:
Course Articulation

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Business

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
1.	FT	3	1	1		1	1	1	3	1		12
	PT	1								1		2
2.	FT	3	1	1	1	1	1	1	2	1	1	13
	PT	1								1		2
3.	FT	3	1	2	1	1	1	1			1	11
	PT											0
4.	FT	1				1				1		3
	PT	1							1			2
5.	FT	1								1		2
	PT											0
6.	FT	1								1		2
	PT											0
7.	FT	1				1			1			3
	PT	2				1			1			4
8.	FT	3	1			2	1	1	1			9
	PT	1										1
9.	FT	2				1			1			4
	PT											0
10.	FT	2	1	1		1	1	1		1		8
	PT	1			1					1		3
TOTAL	FT	20	5	5	2	9	5	5	8	6	2	67
	PT	7	0	0	1	1	0	0	2	3	0	14

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Business

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
11.	FT	1				1			1			3
	PT	2				1			1			4
12.	FT	2				1			1			4
	PT											0
13.	FT	2				1			1			4
	PT	1			1	1			1			4
14.	FT	1										1
	PT	1							1			2
15.	FT	1				1				1		3
	PT											0
16.	FT	1				1				1		3
	PT											0
17.	FT	1							1			2
	PT	1			1	1			1			4
18.	FT	2										2
	PT											0
19.	FT	2										2
	PT											0
20.	FT	3	1	1	1		1	1				8
	PT											0
TOTAL	FT	16	1	1	1	5	1	1	4	2	0	32
	PT	5	0	0	2	3	0	0	4	0	0	14

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Business

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
21.	FT											0
	PT											0
22.	FT	2	1	1	1	1	1	1	2			10
	PT											0
23.	FT	3	1		1		1	1				7
	PT											0
24.	FT	3	1		1		1	1				7
	PT											0
25.	FT	1										1
	PT											0
26.	FT	1		1								2
	PT	1										1
27.	FT	1										1
	PT											0
28.	FT	1	1	1		1	1	1	1	1	1	9
	PT											0
29.	FT	1	1	1		1	1	1	1	1		8
	PT	1								1		2
30.	FT											0
	PT											0
TOTAL	FT	13	5	4	3	3	5	5	4	2	1	45
	PT	2	0	0	0	0	0	0	0	1	0	3

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Business

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
31.	FT											0
	PT											0
32.	FT											0
	PT											0
33.	FT											0
	PT											0
34.	FT	2				1			1			4
	PT	1			1	1			1			4
35.	FT	2				1			1			4
	PT	1			1	1			1			4
36.	FT	1										1
	PT	1			1				1			3
37.	FT	1							1			2
	PT	1			1	1			1			4
38.	FT	2				1			1			4
	PT	2			1	1			1			5
39.	FT	1										1
	PT	1							1			2
40.	FT	2				1			1			4
	PT	1										1
TOTAL	FT	11	0	0	0	4	0	0	5	0	0	20
	PT	8	0	0	5	4	0	0	6	0	0	23

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Business

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
41.	FT	1										1
	PT											0
42.	FT	2				1			1			4
	PT											0
43.	FT	1										1
	PT											0
44.	FT	1				1				1		3
	PT											0
45.	FT											0
	PT											0
46.	FT											0
	PT											0
47.	FT	1							1			2
	PT											0
48.	FT	1				1			1			3
	PT	1			1	1			1			4
49.	FT											0
	PT	2			1	1			2			6
50.	FT	1							1			2
	PT											0
TOTAL	FT	8	0	0	0	3	0	0	4	1	0	16
	PT	3	0	0	2	2	0	0	3	0	0	10

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Health Services

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
1.	FT											0
	PT	1							1		1	3
2.	FT											0
	PT											0
3.	FT											0
	PT											0
4.	FT	1										1
	PT											0
5.	FT	2				1			2			5
	PT											0
6.	FT	2				1			2			5
	PT											0
7.	FT	2		1		1			2			6
	PT											0
8.	FT	2		1		1			2			6
	PT											0
9.	FT	2		1		1			2			6
	PT											0
10.	FT	2				1			2			5
	PT											
TOTAL	FT	13	0	3	0	6	0	0	12	0	0	37
	PT	1	0	0	0	0	0	0	1	0	1	3

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Health Services

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
11.	FT	2							2	2		6
	PT	2				1			1	1	2	7
12.	FT	2							2	2		6
	PT	2							1	1	2	6
13.	FT	2							2	2		6
	PT	2							1	1	1	5
14.	FT											0
	PT											0
15.	FT	1							1			2
	PT											0
16.	FT	2		1	1	1			2			7
	PT											0
17.	FT	2		1		1			2			6
	PT											0
18.	FT	2		1		1			2			6
	PT											0
19.	FT								1	1		2
	PT	1							1	1	1	4
20.	FT											0
	PT	2							1	1	1	5
TOTAL	FT	13	0	3	1	3	0	0	14	7	0	41
	PT	9	0	0	0	1	0	0	5	5	7	27

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Health Services

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTA
21.	FT											
	PT	2							1	1	1	5
22.	FT	1							1			2
	PT											0
23.	FT											0
	PT											0
24.	FT											0
	PT											0
25.	FT											0
	PT											0
26.	FT											0
	PT											0
27.	FT											0
	PT											0
28.	FT											0
	PT											0
29.	FT											0
	PT											0
30.	FT											0
	PT											0
TOTAL	FT	1	0	0	0	0	0	0	1	0		2
	PT	2	0	0	0	0	0	0	1	1	1	5

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Science/Mathematics

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
1.	FT	1		1					1			3
	PT	1		1		1						3
2.	FT	3		2					1		2	8
	PT	3		1		2						6
3.	FT	2							1			3
	PT	2				1					1	4
4.	FT	3		1		1		1			1	7
	PT	1				1					1	3
5.	FT	2				1		1				4
	PT	1				1					1	3
6.	FT	1		1							1	3
	PT	1				1					1	3
7.	FT	1										1
	PT	1				1					1	3
8.	FT	2							1	1	1	5
	PT	1			1				1	1		4
9.	FT	4				1			2	1	1	9
	PT											0
10.	FT	3			1	1			1	1	1	8
	PT	1										1
TOTAL	FT	22	0	5	1	4	0	2	7	3	7	51
	PT	12	0	2	1	8	0	0	1	1	5	30

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Science/Mathematics

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
11.	FT	2							1	1		4
	PT											0
12.	FT	1			1	1			1	1		9
	PT											0
13.	FT	1				1		1			1	4
	PT	1				1			1		1	4
14.	FT	1				1		1			1	4
	PT	1				1			1			3
15.	FT	1				1		1			1	4
	PT	1				1			1			3
16.	FT											0
	PT											0
17.	FT	1			1				1			3
	PT											0
18.	FT											0
	PT	1				1					1	3
19.	FT	2									1	3
	PT	2				2					2	6
20.	FT											0
	PT											0
TOTAL	FT	11	0	0	2	4	0	3	3	2	6	31
	PT	6	0	0	0	6	0	0	3	0	4	19

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Science/Mathematics

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
21.	FT											0
	PT											0
22.	FT	2							2			4
	PT											0
23.	FT											0
	PT	1				1						2
24.	FT											0
	PT	1				1						2
25.	FT											0
	PT											0
26.	FT											0
	PT											0
27.	FT											0
	PT											0
28.	FT											0
	PT											0
29.	FT											0
	PT											0
30.	FT											0
	PT											0
TOTAL	FT	2	0	0	0	0	0	0	2	0	0	4
	PT	2	0	0	0	2	0	0	0	0	0	4

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Behavioral Science/Public Services

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
1.	FT											0
	PT	1								1		2
2.	FT											0
	PT											0
3.	FT	1								1		2
	PT											0
4.	FT	1								1		2
	PT											0
5.	FT	1								1		2
	PT											0
6.	FT	1								1		2
	PT											0
7.	FT	1								1		2
	PT											0
8.	FT	4	1	1	1			1		2	2	12
	PT	1			1				1		1	4
9.	FT	1								1		2
	PT	1			1					1		3
10.	FT	1								1		2
	PT	2			2				1	1		6
TOTAL	FT	11	1	1	1	0	0	1	0	9	2	26
	PT	5	0	0	4	0	0	0	2	3	1	15

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Behavioral Science/Public Services

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
11.	FT	3	1	1				1	1		1	8
	PT	1								1		2
12.	FT	3	1	1				1		1	1	8
	PT	2			1					2		5
13.	FT											0
	PT	1			1					1		3
14.	FT	1						1			1	3
	PT											0
15.	FT	3	1	1	1			1		1	2	10
	PT	1			1					1		3
16.	FT	4	1	1	2			1	1	1	2	13
	PT											0
17.	FT	1								1		2
	PT											0
18.	FT	2	1	1	1			1			1	7
	PT											0
19.	FT	2	1	1	1						1	6
	PT											0
20.	FT	2								1	1	4
	PT											0
TOTAL	FT	21	6	6	5	0	0	6	2	5	10	61
	PT	5	0	0	3	0	0	0	0	5	0	13

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Behavioral Science/Public Services

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
21.	FT	3	1	1				1	1		2	9
	PT											0
22.	FT	1									1	2
	PT											0
23.	FT	1			1					1	1	4
	PT											0
24.	FT	1								1	1	3
	PT											0
25.	FT	1								1	1	3
	PT											0
26.	FT	1			1					1	1	4
	PT											0
27.	FT	1								1		2
	PT											0
28.	FT	3	1	1	1				1		1	8
	PT											0
29.	FT	2	1		1			1			1	6
	PT	1			1					1		3
30.	FT	3	1	1	1			1		1	1	9
	PT	1			1					1		3
TOTAL	FT	17	4	3	5	0	0	3	2	6	10	50
	PT	2	0	0	2	0	0	0	0	2	0	6

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Behavioral Science/Public Services

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
31.	FT	1			1						1	3
	PT											0
32.	FT	2			2					1	1	6
	PT											0
33.	FT	1			1						1	3
	PT											0
34.	FT	1									1	2
	PT											0
35.	FT	1								1	1	3
	PT											0
36.	FT	1								1	1	3
	PT											0
37.	FT											0
	PT	1			1					1		3
38.	FT											0
	PT											0
39.	FT	1								1		2
	PT											0
40.	FT											0
	PT											0
TOTAL	FT	8	0	0	4	0	0	0	0	4	6	22
	PT	1	0	0	1	0	0	0	0	1	0	3

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Humanities

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
1.	FT	5			5	3		1	1	2	1	18
	PT	2			2					2		6
2.	FT	1			1				1			3
	PT											0
3.	FT	2			2				1			5
	PT											0
4.	FT	1			1			1				3
	PT											0
5.	FT	1			1			1				3
	PT											0
6.	FT	1			1			1				3
	PT											0
7.	FT	1			1			1				3
	PT											0
8.	FT											0
	PT	1			1							2
9.	FT											0
	PT	1			1							2
10.	FT											0
	PT											0
TOTAL	FT	12	0	0	12	3	0	5	3	2	1	38
	PT	4	0	0	4	0	0	0	0	2	0	10

READING AREA COMMUNITY COLLEGE
BASIC SKILLS ARTICULATION SURVEY, 1984-1985
Section Two: Course Articulation
Humanities

Course		Response A	Response B	Response C	Response D	Response E	Response F	Response G	Response H	Response I	Response J	TOTAL
11.	FT											0
	PT											0
12.	FT	5			5	3				3	2	18
	PT	2			2					2	1	7
13.	FT	5			5	3				3	1	17
	PT	1			1					1	1	4
14.	FT	5			3	3				3		14
	PT	1			1					1		3
15.	FT	3			3					1	1	8
	PT											0
16.	FT	1			1					1		3
	PT	1			1			1	1	1		5
17.	FT											0
	PT	1			1				1	1		4
18.	FT											0
	PT	1								1		2
19.	FT											0
	PT											0
20.	FT	1			1					1		3
	PT											0
TOTAL	FT	20	0	0	18	9	0	0	0	12	4	63
	PT	7	0	0	6	0	0	1	2	7	2	25

Appendix G: Section Three Survey Data:
Short Answer Articulation Questions

BASIC SKILLS ARTICULATION SURVEY
SELECTED RESPONSES TO SECTION THREE

QUESTION 1: Do you believe current placement testing procedures effectively identify and screen from your classes those students who are deficient in basic skills? If yes, why? If no, why?

No; I come in contact with students having different abilities in the classroom. Many students are at a level that I would consider to be below grade twelve. I often wonder how we can expect students to succeed when they lack basic reading, writing and math skills. Perhaps students should have to demonstrate competency in these three areas before they are allowed to take courses in specific subject areas.

SM-FT

Priorities--the Placement Tests should be mandatory for all students. The current Math Placement Test seems (?) to be doing an adequate job as far as identifying those students who need DSP Math. There is no current statistical data because the new Math Placement Test was first used in June, 1984. The percentage of withdrawals and repeats has decreased in the DSP Math classes since the new test was instituted.

SM-FT

For my classes (primarily ESL), the problem is not in the placement of students as much as it is in the putting of students into classes where Placement scores indicate they do not belong--simply because in the ESL series of cumulative courses, many students enter RACC the Winter or Spring terms and are therefore out of sequence to the level of course being offered. Counseling has concluded it is better to "misplace" these students than to make them wait until their proper sequence level is offered (sometimes two semesters in the future).

HU-FT

A strong knowledge of editing skills (Grammar usage, spelling. punctuation) is essential for success in our program. Current testing has not included this aspect.

BU-FT

No; students are permitted to take developmental courses concurrently with other more advanced courses.

HS-FT

No! There are too many with low levels of reading and writing skills.

BS-FT

I believe that current Placement Testing procedures generally identify deficient students. However, student complaints, scheduling conflicts, courses needed for financial aid and/or occasional advising problems sometimes place those same deficient students in my classes.

The actual Placement Testing procedures, if controlled, have the potential to work satisfactorily. That necessary control involves improved test security (e.g. Reading tests), improved administration, and improved writing sample evaluation.

HU-FT

No, and the reason I'm thinking of is that not all students are yet required to take the Placement Tests. Some take none and slip even into writing courses without the prerequisites stated in the catalog (which include Placement Testing). Many take some but not all of the Placement Tests.

The tests, I believe, are accurate enough. I've no problem with them.

HU-FT

No, for two reasons: (1) I feel advisors do not always check Placement scores--or are knowledgeable about the Placement scores. (2) Students, even when advised otherwise, still sign up for the course "they" feel they can handle and not what the test indicates they can handle.

SM-FT

Generally yes because most students seem to handle the work appropriately. There are, however, exceptions.

BS-FT

No. Small class enrollment in the reading classes testify to the inadequacy of the current testing procedures. When there are only 7 students in the DSP Reading class out of a 1200 (approximate) total college enrollment, we can either foolishly think that somehow we attract all superior students or realistically think that we are not giving help to many students who need it.

HU-FT

No, for the most part. Our current testing can identify only seriously deficient or extremely sufficient. Most of our students are in the medium-range and other factors can dramatically affect their college success. (1) Timed tests are stress producing (Some students never do well regardless of skill competency); (2) Motivation is not at all considered; (3) Student is not advised weeks prior to the test so they can "brush-up" rusty areas thus differentiating between real lack of knowledge versus lack of useful recall.

BS-PT

I think that current evaluation procedures are faulty at best. I cannot understand how a community college can possibly exist with few students taking basic reading courses or basic writing courses. Somewhere there is a serious problem, perhaps in the advising of students into college courses, when those students lack basic reading and writing skills. Reading classes here, as well as basic writing classes, should be filled. Even the minimal ten weeks of instruction is better than none for students who cannot read a college test. It seems that RACC would have better student retention if students would not become frustrated in college courses; their basic skills should be developed and advising should be vastly improved.

HU-PT

Yes. Since the new Math Placement Test has been in effect and CEC Math has been offered I find almost no students in DSP Math who are deficient in arithmetic skills. I am now able to teach the course in a more flexible way, pointing out alternative methods and concepts students will use again in Elementary Algebra.

SM-PT

Placement Tests are only indicators of a student's ability and should be treated as such. I think they are basically the same in the case of reading tests and the only way to get away from the "quick and dirty" scoring of the N-D is to institute individual reading inventories which are extremely time consuming. On the other hand, I think using a reading score to place students in writing classes is ludicrous. Surely a holistic evaluation method as instituted by the Educational Testing Service would be more appropriate.

HU-PT

Unfortunately, I am not too familiar with the screening that is done. In absence of reasons for a negative response, I would conclude that the screening must be effective. I seldom have students who cannot handle the material.

BU-FT

No. I have had students who do not write simple sentences. I have also had students who have no study skills. I spend my time teaching them to read a textbook and write a sentence--the basic course work is pushed aside.

HS-PT

No. Some of the students who attend class have a distinct language (foreign) problem in that they do not comprehend the English language properly. Thus, they are lacking in communication skills (verbal and non-verbal).

SM-PT

Yes. Students have demonstrated, with few exceptions, the necessary skills to do satisfactory work.

HU-PT

As a new adjunct, I can only speak from my experience last term. In my Typewriting Applications course I had several students who were average typists yet who had difficulty accurately proofreading their typed assignments because of poor reading/spelling skills. Their deficiencies apparently went undetected under current placement testing procedures and did not surface until the more advanced typing of the second-term course.

BU-PT

I believe these are doing a better job than previous tests. Specifically, in mathematics there are fewer problems in Elementary Algebra than before.

SM-FT

QUESTION 2. Do you believe the current advisement system uses placement testing data effectively? If yes, why? If no. why?

If they (faculty) followed the prerequisites as suggested in the catalog, it would be much better than it is. Too many faculty assume that the student knows what is best. However, this is generally not the case.

SM-FT

Being an adjunct instructor, my understanding of advisement at RACC is limited and I pass on evaluating this subject.

SM-PT

I do not have adequate information to respond to this question.

HS-PT

I really don't know what the current advisement system is.

BS-PT

No. I see many students in DSP writing courses who lack the basic reading and study skills necessary for more advanced Humanities and BS courses. Yet, they have not been advised to take either Advanced Reading or Study Skills. They might survive the DSP writing, but will remain handicapped in subsequent courses because of inflexible reading and study patterns.

HU-PT

No. I think the initial advisement after the Placement Test follows the advice of the Placement Test score, but follow up in succeeding terms in not sufficient. I know of two students this term who are misplaced: One is taking Elementary Algebra after having failed DSP Math, and the other is taking College Algebra immediately after DSP without having taken Elementary Algebra or Intermediate Algebra.

SM-PT

I'm not really familiar with this system.

HS-PT

It doesn't seem that the current advising system pays any attention whatsoever to basic test scores. If they did, the basic classes would have many more students than they do now. If the advising system is paying attention to the test scores, and so few students are placed in the Basic Skills Programs, then perhaps the evaluation procedures need vast improvement.

HU-PT

No. Many faculty members do not understand what is being taught in basic skills courses and do not have the time to talk with the student about possible deficiencies. Some faculty members values conflict--"right-to-fail" philosophy puts the responsibility on the student.

Also some people question the validity of the Placement Tests. Do students do just as well if they don't take the tests? Some colleges are finding that placement testing isn't the answer, and isn't worth the time and money involved. Percentage wise most students already "know" their weaknesses. Why not make it elective--available to those who want to know more.

BS-PT

No. There are relatively few students registered in the DSP Reading course compared to the number of students designated by the test who need to be registered for it. Also, there are students who take heavy reading courses (e.g. Psychology, Biology, etc.), along with the DSP Reading course--clearly an example of putting the cart before the horse.

HU-FT

Not consistently. I think the "advisement system" is only as good as the advisors. Some are very careful and well informed concerning the Placement Tests and others have no idea what the scores actually indicate. An excellent example of the faculty's interest (or lack of interest) was the turn-out for the meeting to discuss the new Math Placement scores!

SM-FT

No. There is nothing effective about the current advisement system. Placement Test data, as far as I know, is not so confidential as to be inappropriate to print out in rosters of classes when, say, one or more Placement Test scores are prerequisite to admission onto that roster. But the rosters do not show that data. If I teach four sections of English Composition in Fall, I'd have to type in as many as 96 Social Security Numbers in a terminal to retrieve those scores. And, who else but us follows up to see if data from tests had any effect?

HU-FT

No. While individuals who teach reading, writing and math are aware of and use Placement Test data, many faculty members (because of large numbers of advisors, lack of interest, and/or lack of direct access to a computer terminal) fail to look up the test scores before advising students. In addition, because students sometimes complain about taking developmental courses and/or demand placement in "regular entry" courses, several individuals are allowed to bypass the recommended basic level courses.

HU-FT

It is too easy to avoid the placement information. Especially during open registration some advisors simply ignore the placement information. A surer way of delivering this information is necessary. First, having two terminals (often out of order) for the entire room full of advisors is an invitation for a busy person to decide not to bother. Suppose an advisor has three or four students waiting to see him or her, and he can see that there is another line of three or four people waiting to use the terminal. The delays of insisting these students wait while the information is obtained simply doesn't seem worthwhile. And even if a student comes for pre-advisement, how many faculty members have no CRT in their offices? And getting advisement information means getting the student's transcript and then on another screen the placement information. Again, especially if people are waiting, to lots of people the dealy is just too bothersome.

HU-FT

Faculty members are not always informed of changes regarding testing scores and their interpretation. There is an essential need for teachers to understand what the student results mean so they can be explained to the student at advisement.

HS-FT

No. In some instances the recommendation on the computer cannot be interpreted. Success in developmental courses should be a pre-requisite for those courses which require that skill.

HS-FT

I believe the system isn't terrible, but the fact that many times our only source of information is the computer and that can be a lengthy process (for looking up scores) could be improved upon. (I don't have any practical ideas since many of my advisees took the test quite a while ago. Having a computer printout works well for new students, though.)

BU-FT

At least in regard to nursing students. However, the current system has flaws in (1) someone other than advisor changing enrollment; (2) counseling filling in courses and sending to our department for signature.

HS-FT

Not really. Some students are still slipping through the cracks. Even if they are prevented from entering the college level courses on open registration day, for example, it is possible for that student to take a number of courses, staying away from Math and English courses for as long as possible.

BS-FT

With the exception of transfer students who have completed coursework paralleling the Placement Tests, it is difficult to advise students who have not taken the Placement Tests. As an advisor, I would prefer that only those students who have completed the testing or have transfer credit be allowed to register at Open Registration. Placement Test appointments could be scheduled at Open Registration for those students who are unable to stay for the tests and they may later schedule an appointment for advisement.

BU-FT

No. The advisement system is not effective. Handling 150-200 students is ridiculous.

BU-FT

The current advisement system is not used effectively because most of the advisors do not refer to the Placement Testing data. The advisor simply signs the card of the student without checking prior grades, etc. If all the advisors did a conscientious job with each student, the current system would be effective.

SM-FT

Yes. Students who are deficient in a specific area will then be able to work at that deficiency in order that he may proceed to the next higher level course, with a good background.

HS-FT

No. Students are being placed in classes to satisfy financial aid requirements when they test as being deficient in the areas of reading, writing, and math. Perhaps we need additional courses at the basic skills level to defer students from enrolling in regular credit courses until they have demonstrated competency in all basic skills areas.

SM-FT

QUESTION 3. In what ways do you believe current placement, advisement, and counseling procedures affect student retention?

Students are often scheduled for classes in which they are required to use skills that they lack. This leads to frustration which often results in students dropping out of classes. This is complicated by financial aid requirements which sometimes force students to leave the college. Also, some students leave the college because they believe that they don't have the ability to perform at this educational level.

SM-FT

As stated in Number 2, if all the advisors did a conscientious job, student retention would increase. Again from personal experience, many students seek advice in the classroom because they cannot locate their advisor or the advisor only signed the card without counseling the student. The type of student that enrolls at RACC needs individual attention and direction, especially in the first three terms. I feel counselors and faculty are capable of advising students if everyone would communicate and cooperate.

SM-FT

Regarding counseling, there is still insufficient personal contact between advisor and student in many instances, to establish the rapport which will help students over difficult circumstances prevailing in so many of their personal lives. In my opinion, this is because advisement is not yet recognized (or acknowledged) as an activity that needs time and money devoted to it.

HU-FT

Student retention is heavily linked to effective advisement and success in courses taken. In my opinion mandatory Placement Testing would benefit students who need developmental work in reading, writing, math, etc., by providing the necessary foundation to achieve success and build self-esteem thereby improving retention.

BU-FT

Insofar as students deficient in basic skills are concerned, I have already stated one of the problems which I feel is related to retention. Unless a student has special problems (e.g. learning disabled or physically handicapped), the faculty advisor receives almost no background information

None, or very little. There are too many other important variables which tend to affect retention. Advisement and counseling seem to be important to a certain type student--the free-loader. These students remain in college as long as it is profitable for them; their retention can be prolonged.

SM-FT

Students misadvised/misplaced/and miscounseled often fail in coursework or fail in motivation (thus ultimately, in coursework, however not due to basic skills).

All students enrolled in credit courses at RACC should be required to meet with a trained counselor at least once a term so a "bond" with the college can be established. Any problem areas can be addressed and problem areas unknown to the student can be identified (i.e. transcript errors, course selection problems, personal problems affecting studies, etc.). This session can help put the student in touch with proper campus resources thus eliminating the feeling that RACC can not address his/her needs. Of course, faculty is capable of doing this but often are unavailable to the student when the need arises (Any time day or night!)

All students dropping classes should be required to get the faculty member's signature assigned to that class. This would make the instructor aware of the student's problem and if the problem is solvable, one less student is lost. It would give the faculty member the opportunity to "save a student," if you will. Maybe the student would feel that RACC has "got it together?"

BS-PT

Students who are placed in the regular courses without having the opportunity to develop their basic skills become frustrated and drop out. We must decide if we are going to offer a college education here or teach junior high material to an entire class because some in that class cannot read or write. If we offer what we really do have to offer, those with basic skill problems will drop out. By not efficiently working with these people, we are doing them a tremendous disservice.

HU-PT

Students who need the orientation to college work, which the Basic Skills courses offer, frequently do not take these courses. They encounter academic programs and flunk out within a short period, or become discouraged and decide college is not for them. In either case, the student is lost to us. My belief is that we could retain more students by requiring the students under-prepared for academic rigor to take the relevant orienting courses.

HU-PT

Students can deal with starting at the beginning and working up, but become disillusioned when they are placed in courses too advanced for them and have to move backwards to learn the skills they lack. The student who begins at a lower level and finds success is more apt to continue his schooling than one who is shuffled around after he meets with failure.

HU-PT

In general, a student needs to be challenged but not frustrated. I don't know how the above items affect retention. Some working students are simply unable to find the course they need at a time convenient for them. As enrollments decline, we, of course, cut courses, provoking more decline in enrollment. It's a vicious cycle and a difficult problem. Hopefully, someone is talking to the students for their input to a solution.

BU-FT

Counseling has helped motivate (in some cases) certain students to overcome their fears of inferiority and has instilled a drive within certain students. Learning disabled students have learned to cope with their situation in a positive manner and counseling has helped them adjust to the RACC environs.

SM-PT

I believe the placement procedures have had a positive affect on student retention. During my college life, I had only one advisor. I felt comfortable going to that person if I had a problem. At RACC, allowing a computer to randomly generate advisor listings each term or year is a "JOKE". One term Jane Doe is advised by Ms. Schum, next term by Mr. Hertzog, and the next term by Ms. Peemoeller. What the hell is going on? The student begins to think that no one really cares about her. Counseling is doing a good job!

SM-FT

Incoming students should be assigned an advisor for the duration of their stay at RACC. I have heard students say that they never know who their advisor is. In my case, all Telecommunications students are assigned to me as advisees. This allows me to monitor their progress and advise effectively. This also allows the students to develop a relationship with me whereby they have a single person to help with problems etc. I think that this relationship ultimately can impact on retention by allowing me to "save" potential dropouts and minimize problems through consistent advisement.

SM-FT

Our students must be self-motivated and able to turn in assignments on time. The pace is extremely fast, and the students must keep up. Most of the study is independent, and students must be able to arrange their time to meet many deadlines.

HS-PT

Students need to know that RACC is not high school--they are responsible in a large part for their own learning. They should be at RACC because they want to be (not have to, as in high school). Professors need to be seen as partners in the learning process--and that student opinions, questions, needs are very important to the final results of the college process.

BS-PT

(1) Responsibility to their class assignments; (2) Attend on a regular basis; (3) Be open to other class members thoughts and opinions; (4) Strive to attain more out of the course than a "letter grade" (what they learn in class never passes away); (5) Apply their knowledge gained in class into wisdom in all life situations.

SM-PT

I have found RACC students, on the whole, bring to class a positive attitude and a sense of responsibility necessary for a successful learning experience.

HU-PT

RACC students should possess a positive attitude--both about themselves and their college program of study. In addition, because of their other commitments (often to families and full-or-part-time employment) they should be well-organized, self-disciplined, and know how to make effective use of their time. They must be willing to meet the requirements for each course regarding attendance, assignments, and study habits and view each course as a step toward their ultimate educational goal.

BU-PT

Attendance during a 10-week term is far more important than the student realizes. One missed section at RACC is roughly equal to two missed sections in a semester system. Students must understand that while they are taking fewer courses than semester students would take, the level of study is more intense and concentrated. Other areas are as equally important at RACC as they are at Penn State University, or Albright, etc.

SM-FT

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